



Elite Preparatory Academy
Indianapolis, Indiana

Name of Proposed Charter School: Elite Preparatory Academy

Proposed School Address (if known): TBD

School District in which Proposed School would be located: Lawrence

Legal Name of Group Applying for the Charter: Elite Preparatory Academy

Applicant's Designated Representative: Dr. Ann Pimpton, Ph.D.

Address: 4914 Derby Lane

City: Indianapolis

State: IN

Zip code: 46226

Daytime telephone: 317967-1994

E-mail address: annpimpt@yahoo.com

The proposed school will open in the fall of school year: 2018 or 2019

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2018	PK-1	150
Second Year	2019	PK-2	200
Third Year	2020	PK-3	225
Fourth Year	2021	PK-4	250
Fifth Year	2022	PK-5	300
Sixth Year	2023	PK-5	300
Seventh Year	2034	PK-5	300
Maximum	2035	Pk-5	300

Is this a single-gender or co-educational school? No

If single-gender, please indicate who will be served by school: N/A

Indicate "Girls" or "Boys"

Are you planning to work with a management organization? No

Indicate "Yes" or "No"

If so, please indicate the name of management organization:

Have you submitted this application to other authorizer(s)? No

Indicate "Yes" or "No"

If so, please list the authorizer(s) and the date(s) of submission:

Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application? No

Indicate "Yes" or "No"

If so, please indicate the name of the authorizer:

Have you submitted any other applications to a authorizer in the previous five (5) years? No

Indicate "Yes" or "No"

If so, please indicate the name of the authorizer, the date, and the name of the school on the application.

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ELITE PREPARATORY ACADEMY'S “READING FOR MEANING”

A. MISSION

Mission Statement

Elite Preparatory Academy commits to providing a challenging and rigorous Literacy Curriculum based on The Quintilian Theory, inclusive of reading development, instructional writing and math; which results in obtaining, comprehending and applying knowledge; these skill sets will equip students to obtain a professional degree and/or entrepreneur education with emphasis on ethics.

Methodology

Unlike other subjects, reading and writing are the most significant because all disciplines including math draw upon them. The Quintilian Educational Theories stress comprehensive reading, writing practices and communication as inseparable, the absence of one, defeats the purpose devoted to the others. Also, writing is a tool used to reinforce knowledge gained from reading, individuals' experiences and listening. Today, modern educators support Quintilian's perspective that the integration of reading, writing, communicating and listening are essential in acquiring abilities to articulate complex systems of information (Gersten, 2012).

During the Classical Roman Era, the first State Professor under Roman Emperor Vespasian, Marcus Fabius Quintilianus, recommended when developing an educational system, it should be student centered, developmentally informed instructional procedures, determine individuals' comprehension levels and identify specific needs. With emphasis

placed on building upon sequence of tasks (line upon line or precepts upon precepts), considerable time and peer/instructor dialogue to give feedback is necessary. Although, many years ago, Quintilian's objective was to produce the perfect orator; however, today this proven methodology can be utilized to develop readers, writers and communicators.

Quintilian's educational program is inclusive of (a) valued composition (b) literature (c) mathematics (d) the arts and (e) philosophy (Kimball, 1983).

B. NEED

Target Population/Serve

The target student population consists of (a) non-proficient readers (b) non-proficient writers (c) poor comprehension students (d) dyslexia and (e) slow learners.

We would like to serve communities in Lawrence Township; in particular, 46226 zip code area. Evidence shows that locally and nationally there is a need for literacy curriculum schools. Locally, Elite Academy can help share the responsibility of educating our children with nearby schools. Data obtained from OEI.indy.gov website indicates Indianapolis Lighthouse Charter School ISTEP+ results indicated passing score for ELA was 46.8% in 2016-2017 and received a C for the basic academic performance; an improvement from a D in the previous year. Also, the announcement of closing Indiana Math & Science Academy South at the end of June creates a need. The school's ELA passing score percentage rate was 29.4 which is below average.

According to The National Assessment of Educational (2015) only 36 percent of fourth graders perform at or above proficient reading level. Unfortunately, 64 percent of fourth graders performed below the national average. Test scores ranged from 0 to 500 in reading. In comparison, Indiana shows no significant changes for 2013 and 2015 in reading. Scores remained the same at 223 points.

Reading Comprehension Instruction Need

Reading is multifaceted and a highly complex process. Because reading is complex, children are likely to struggle with comprehension. Complexity involves not only external attention but internal attention. Paying attention is external attention; however, internal attention refers to what's happening inside the students' mind (Morrow, 2012). Reading comprehension requires relating information to knowledge stored in the schemata in our brains. Accessing the knowledge stored in schemata is known as the “speed of lexical access.” Evidence show that poor readers have a tendency to have slow lexical access speed (Unrau, 2013).

The lack or absence of comprehension instruction is detrimental to children progress and performance. They are employed even less in regard to subject matters and generally delayed to the later elementary grades. Teachers need professional development in how to teach comprehension. Comprehension entails not only integrating information in the text but applying worldly knowledge to support understanding (Keene, 2010).

In order to prevent continuous negative results, more support must be given to students with poor comprehension during kindergarten. Early oral language skills are good predictors of later reading comprehension skills. Children must progress from “Reading to Learn” to “Learning to Read” to “Reading for Meaning” (Keene, 2010).

Workforce Need

Another need is workforce, which addresses the constant changing pace of society. In order to keep up, we as educators must identify how the workforce is changing and become proactive by offering and implementing learning experiences that will prepare students as professional and as contributors of society. Adapting to inevitable changes will require students to: (a) attend college (b) graduates gaining employment (c) start a small

business and (d) contribute to their local communities (Bloodgood, 2002). Lastly, Condoleezza Rice and Joel Klein chaired the Council of Foreign Relations Independent Task Force in 2012, they concurred that “Educational failure puts the United States' future economic prosperity, global position and physical safety at risk and a major national security issue (Taubman, 2015).”

A survey conducted by Economist Intelligence Unit (2010) finding suggests the workforce will lack long term employment; instead, contractual employees will be utilized. Today students face disruption rather than certainty and interdependence rather than isolation. The result of this study shows the importance of soft skills such as: (a) communication (b) organizing and planning projects or project management (c) problem solving (d) building relationships (e) interpersonal skills and (f) cultural awareness.

Demographic and Performance

<i>SCHOOL</i>	<i>ENROLLMENT</i>	<i>RACE/Ethnicity</i>	<i>FRL Population</i>	<i>SPED</i>	<i>Suspension Rate</i>	<i>Most recent A-F</i>	<i>Other Performance Data</i>
Indianapolis Lighthouse	902	M - 4.9 % B - 71.7 % H - 11.1 % W - 12.2 %	FL - 100%	9.4		C	E/LA 46.8 % Passed Below State Average
#114 Paul I Miller .04 miles	444	M - 5.6 % B - 45.5 % H - 13.7 % W - 35.1 %	FL - 70. % RL - 4.7% PD - 24.8%	23		F	E/LA 40.6 Math 34.5 Below State Average
#82 Christian Park 1.2 miles	435	M - 5.5 % B - 13.6 % H - 21.4 % W - 59.5 %	FL - 77.9% RL - 4.1% PD - 17.9%	16.6		B	E/LA 54.3 Math 59.0 Below State Average
Indiana Math & Science Academy 1.6 miles	191	M - 12.6 % B - 51.8 % H - 12.6 % W - 23 %	FL - 36.6% PL - 63.4%	18		F	E/LA 28.4 Math 11.9 Below State Average

The findings of the study conducted by the *Illinois Facilities Fund* indicate in Lawrence Township; the population of students of Study Area 7 comprise 301-450 children ages 5-17 per square mile. In comparison, Study Area 27 shows greater than 750 children age 5-17 per square mile. Analysis of data regarding school performance in Study Area 7 suggest school's performance range from grades C to B. Study Area 27 indicates two schools received an F in school performances. Also, statistical data shows in both Study Area 7 and Study Area 27 implies 56-70 percent of school age children 5-17 are below the 185% Federal Poverty Level (U. S. Census, Indiana Department of Education (IDOE)).

ENROLLMENT/DEMAND

Elite Preparatory Academy

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Pre-K	25	25	25	25	25	25	25
K	75	75	50	25	25	25	25
1	50	50	50	50	50	50	50
2		50	50	50	50	50	50
3			50	50	50	50	50
4				50	50	50	50
5					50	50	50

Rationale for selecting the school size of 300 is based on children needs, small classroom size and reaching them at the earliest possible age to build strong academic foundations. We do not want the academy to grow too fast, which will cause problems in managing classes. In order to give the needed individual attention, determine their learning styles and form relationships with our children will require smaller classroom sizes instead of 30 to 1 teacher student ratio. Data of four nations, including the United States, reported these findings to the American Educational Research Associations regarding smaller classroom size: (a) observed behavior of smaller classes in elementary and high school during a 10 second interval indicated more focus and less behavioral problems (b) students received more face-to-face interaction with teacher and (c) small groups were utilized more (Organization for Economic Cooperation and Development 2008).

The initial enrollment of 150 students will allow Elite Academy to improve and perfect the curriculum. We would like to begin with Pre-K through 1st grade. Rationale for including Pre-K is based upon children during this age have a desire to learn and if you expose information, material, and techniques they usually pick it up. Reaching children at this age will give them tremendous advantages; intellectually, emotionally and socially. We will add at least one grade level each year (PreK-5). During the third year, increments of 50 additional students decrease to 25 due to standardized testing preparation.

Statistical data of 2016-17 Eastside neighborhood school enrollment shows: (a) Indianapolis Lighthouse Charter School--902 (b) Paul I Miller-- 444 (c) Christian Park--435 and (d) In Math & Science Academy South--191(oei.indy.gov). Existence of Elite Preparatory Academy will give parents another school choice in comparison to Indianapolis Lighthouse Charter School.

Indiana law requires all charter schools to be open to any student who resides in

Indiana. Securing available seating requires eligible students to submit applications timely. Enrollment periods will be conducted in the Winter/Spring of 2018. When recruiting students, Elite Preparatory Academy will adhere to “The Non-Discriminatory Policy As To Students”. Elite Preparatory Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions, policies, scholarship and loan programs, an athletic and other school-administered programs”.

Stipulation of Indiana law mandates if more applications are received than available slots, then each applicant will receive equal consideration. If demands exceed capacity, a lottery-based admission will be implemented. Enrollment applications can be obtained at the open house, mailings, website, and by visiting the school. Additionally, in promoting and marketing the school types of advertisements includes: (a) social media (b) mailings (c) brochures (d) radio (e) local newspapers (f) website and (g) door to door. Also, conducting an open house is another means in recruiting students

A. Educational Model

Elite Preparatory will implement the concept of the “Push In” as an educational model. The “Push In” intervention program is compatible and appropriate for the target group identified. This model is suitable for students with disabilities and low performing students (Swartz, 2003). Attention is given to location and who provides services. Instruction is given in the classroom; therefore, students must be able to focus while working with specialists. With quality teachers, parents cooperating with homework practices and awareness of children’s progress, this can be an effective program. The “Push In” model

involves (a) utilizing tutors, teaching assistants and specialist teachers in classrooms to deliver needed services (b) collaboration of specialists and general educational teachers and (c) small groups of students.

Brook's (2007) article "Teachers as Readers and Writers and as Teachers of Reading and Writing" suggests that educators must be avid readers and writers to be qualified reading and writing educators. If educators possess certain types of traits, there is a tendency for students to emulate the teacher, which can produce growth, cause excitement and interest. Also, The Quintilian Theory maintains that educators should be a living role model for writing tasks and write with students to offer encouragement. Students need to observe or comprehend how teachers process their thoughts or brain storming, select topics, choose words, develop topics and revisions (Gersten, 2012).

In Education Week (2016, October 3), an article entitled, "Educational Model Helps Turns School's Student Achievement" stated, the MCAS (standardized testing) was administered to Hyannis West Elementary third graders in 2014, which showed over 50% failed or needed improvement in English Language Arts and 40% percent failure in mathematics. However, after using "Push In" model in 2015 and during spring of 2016, the PARCC examination indicated 62 % of third graders meet or exceed math expectation. "It was a 13 percent jump over the year before, a leap that was even more significant in English Language Arts, where the percentage of students who scored at the top two levels climbed 21 percent to 59 percent."

Culture

Developing the culture involves maintaining order which produces a disciplined environment and an atmosphere conducive for learning:

- 1) School building and classrooms clean and lawn maintained

- 2) Classrooms are appealing, inviting and comfortable
- 3) A maintained and structured environment
- 4) Disciplined learning environment
- 5) Safe and secured facility
- 6) Responsible for student learning
- 7) Staff continual learning to improve students' progress
- 8) Team work among staff and teachers
- 9) Display caring, encouraging and supporting disposition toward students
- 10) Welcome all cultures and diversity
- 11) Respect shown toward teachers, staff and students
- 12) A sense of community
- 13) Encourage all students to reach their highest potential
- 14) Teachers are caring and effective
- 15) Building positive relationships with parents.

Elite Preparatory Academy will adhere to Indiana's minimum 180 instructional days for students (see attachment #1). Total teacher days consists of four, which includes professional development. These are the following breaks: (a) fall break 1 week (b) thanksgiving break 1 week (c) winter break 2 week (d) spring break 1 week and (e) summer break 10 weeks. The daily hours of operation are 7:30 – 5:00 p.m., Monday thru Fridays. The school day for a student is from 8:00 a.m. to 3:00. After care service is from 3:00 to 5:00 Monday through Friday. Tutoring services is from 3:00 to 4:00 Monday through Thursday, which includes Reading, Writing and Math. Elite Academy will contract services for tutors and hire after care providers. A short-term goal is to implement academic, athletic and interest based extra-curricular activities.

Below is an illustration of a summarize day in the life of a typical student at Elite Academy.

“Typical Fifth Grader Day”

07:30 - 07:50	Arrival of students and Serve breakfast
08:00	School Begins
08:00 - 08:15	Character Building/Restroom
08:15 - 11:00	Academic Courses
08:20 - 09:15	Reading
09:20 - 10:15	Math
10:20 - 11:00	Writing/Language Arts
11:00 - 11:30	Lunch Period
11:30 - 11:45	Restroom Break
11:45 - 02:45	Academic Courses
11:50 - 12:15	Science
12:20 - 12:55	Business (Wednesday & Thursday)
12:20 - 12:55	Social Studies (Monday & Tuesday)
12:20 - 12:55	Music (Friday)
01:00 - 01:35	Spanish (Monday & Friday)
01:00 - 01:35	Spelling (Wednesday & Thursday)
01:35 - 02:05	Physical Education
02:05 - 02:45	Art/Computer/Homework Assignment
02:45 - 03:00	Prepare for Dismissal
03:00	Dismiss All
03:00- 05:00	After- School Care
03:15-04:00	Tutoring/Homework

The school day for teachers are from 7:30 to 3:30. Classroom instructions are organized by using weekly lesson plans prepared in advance. The number of instructional hours are 5.0 hours per day and planning hours range from 30 minutes to 1 hours per day. All students will pass periods and/or specialize teachers will instruct weekly; which will also allow lead teachers to work on planning.

“Typical Third Grader Teacher Day”

08:00	School Begins
08:00 - 08:15	Character Building/Restroom
08:15	Pledge of Allegiance
8:20	Attendance/Lunch Count/Announcements
08:25 - 09:20	Reading
08:25 – 08:35	Instruction
08:25 - 08:40	Reading Group #1
08:40 - 08:55	Reading Group #2
08:55 - 09:10	Reading Group #3
09:10 - 09:20	Check Work

09:20 - 10:20	Math
09:20 – 09:30	Instruction
09:30 - 09:45	Math Group #1
09:45 - 10:00	Math Group #2
10:00- 10:15	Math Group #3
10:15 – 10:20	Assist Students with Difficulties
10:20 - 11:00	Writing/Language Arts
	Recite Grammar Rules
11:00 - 11:30	Lunch Period/Recess for Teacher
11:30 - 11:45	Restroom Break
11:45 - 12:20	Science
12:20 - 12:55	Business (Wednesday & Thursday)
12:20 - 12:55	Social Studies (Monday & Tuesday)
12:20 - 12:55	Music (Friday)
12:55 - 01:35	Spanish (Monday & Friday) – outside of the main classroom
	Rosetta Stone/Projector
12:55 - 01:35	Spelling (Wednesday & Thursday)
	Spelling Worksheet/Quiz
12:55 – 01:35	Art (Tuesday) – outside of the main classroom
	Teachers Preparation Time
01:35 - 02:05	Physical Education
	Teachers Preparation Time
02:05 - 02:45	Center/Activities/Computer
02:45 - 03:00	Prepare for Dismissal
03:00	Dismiss All
03:00 - 03:30	Professional Development/Parent Conference
03:00 – 03:30	Teachers Preparation Time
03:15 – 04:00	Tutoring Service

B. Curriculum

The design of the curriculum is to make sure students comprehend by teaching comprehension and they are accountable for their learnings. Instead of solely focusing on content, attention will be given to prior knowledge and experience of the student and how student applies the knowledge in content in relevant ways. Key reading comprehension strategies will be used in each grade levels (1) monitor for meaning (2) concept of schema; use former knowledge to understand new information (3) infer or prediction (4) ask questions (5) create images (6) determine importance in text and (7) synthesize (Keene, 2010).

Reading

Objectives:

Achievements for grade levels of Elite Preparatory Academy consist of (1) developing reading comprehension (2) improving language skills and (3) improving oral language skills.

Content:

Developing Reading Comprehension entails: (a) recognize and pronounce words (b) the ability to understand spoken language (c) retain information in individual's mind (d) ability to scan backward and forward to relevant words and phrases and (e) understand of cues from sentence structure and punctuation. (Truelove, 2013)

Improving Language encompasses four areas: (a) phonology which is the sounds of the word (b) semantics is the meaning of words (c) grammar which is the structure of words and sentences the word and (d) pragmatic the social use of language.

Improving Oral Language involves: (a) ability to recall complex sentences (b) change verbs into past tense (c) select correct pictures to match spoken language.

Skills:

Reading Comprehension Skills

(1) Decoding Skills (2) Listening Skills and (3) Comprehension Skills (4) Vocabulary Skills

Language Skills

(1) Phonological Skills (2) Semantics Skills (3) Grammar Skills and (4) Pragmatic Skills

Oral Language Skills

(1) Inference Skills (2) Morphological Skills and (2) Syntax Skills

Writing

Objectives:

Attainments for grade levels of Elite Preparatory Academy includes (1) developing students' voice through written expression (b) develop as a writer and think and (c) critique their and other works (Bloodgood, 2002).

Contents:

Developing students voice through written expression entails (a) write daily on subjects of interest or direct experience and (b) support from teachers and models of writing from texts and articles

Develop as a writer and thinker involves (a) allow adequate time for brainstorming ideas, subjects or topics (b) compose drafts (c) construct outlines for book reports and (d) build vocabulary.

Critique Works encompasses: (a) student evaluating their and others works to determine correct and incorrect ways of writing (newspapers) (b) areas of improvement (c) assess skills obtained and (d) completed writings represent learning versus a final grade (Bloodgood, 2002)

Skills:

Develop Student Voice

- (1) Composed different types of writing (a) Personal Account (b) Imaginative
(c) Report (d) Narrative and (2) Research Skills.

Develop as Writer and Thinker

- (1) Creativity (2) Create Outlines and (3) Vocabulary Skills (4)

Publish writings.

Critique Works

- (1) Evaluating Skills
(2) Writing Skills

Mathematics

Objectives:

Achievements for grade level of Elite Preparatory Academy entail math comprehension drawn upon reading comprehension skills to support the development of numeracy skills.

Contents:

Develop an understanding of multiplication and division encompasses: (a) relationship between multiplication and division (b) explore equal groups and area models (c) learn strategies for solving multiplication and (d) finding unknown product for multiplication and unknown factors for division.

Develop an understanding of fractions involves: (a) understand equivalent fractions (b) compare fractions (c) addition (d) proper and improper fractions and mixed numbers (e) multiply fractions by fractions (f) multiply fraction by whole numbers (g) multiply mixed numbers (h) convert repeating decimal to fractions (i) unit fractions and (j) measurements and data.

Demonstrate computational fluency: (a) problem solving (b) understand and explains methods and (c) produce accurate answers efficiently (Bloodgood, 2002).

Skills:

- (1) Problem Solving Skills- (analytical thinking)
- (2) Applied Math Skills- (apply math in everyday situation)
- (3) Estimation and Approximation Skills-(measurement)
- (4) Computational Skills

Elite Preparatory board members will form a curriculum committee and select a Chairperson for Curriculum. The committee will consist of experienced instructors, specialized teachers, professional writer, principal and office manager.

The development process entails the following steps: (a) *planning*; forming curriculum committee, research current issues; which will help in assessing needs of children to improve learning, and identify trends of disciples (b) *articulate and developing*; write a philosophy statement and goals which guides entire program, define a program for each grade level and goals for courses, establish course objectives; what learners should know and how to measure knowledge and identify resource materials; textbooks, supplementary materials and computer software etc., identify assessment items and instruments to measure student progress (tests, performance tasks and final examination) (c) *implementing* or committee overseeing implementation (d) *evaluating* effectiveness and impact of the program; utilize surveys, discussions and meetings to determine strengths and weaknesses (sde.ct.gov).

Although we are currently in the planning stage, professionals, educators and

consultants have been contacted regarding the curriculum development. Meanwhile, the decision to develop our own curriculum instead of a commercial curriculum. The Gallaudet University Curriculum Development Process Survey reported 4.2 out of 5 respondents preferred “do it yourself” rather than using a commercial curriculum. The curriculum’s main subjects are language arts, mathematics, science, social studies and business. The timeframe for development of curriculum is one year. Implementation of curriculum occurs during school year of 2018 or 2019.

In identifying teaching pedagogies; particularly, students-at-risk entails: (1) *Joint Productive Activity*. Teachers create or design instructions and participation of students is required to achieve a goal or joint productive activity. (2) *Language Development*. This standard involves utilizing language by inquiring and answering questions, challenging students’ perspectives and using representations. (3) *Contextualization*. Apply students’ wealth of knowledge and skills as a foundation for gaining new knowledge. Assist at-risk-students by using experiences which complex concepts derive from and applied to the real world. Connecting knowledge gained to previous knowledge. (4) *Challenging Activities*. Students-at-risk need instruction that is intellectual challenging, which requires thinking and analyzing. (5) *Instructional Conversation*. Rationalizing or thinking, with the abilities to plan, speak and share ideas by dialoguing; inquiring and exchanging opinions. Teacher listens attentively, speculate on the meaning and modify responses to help students’ efforts. This type of dialogue is used in graduate seminars and between mother and child. Instructional conversation is effective within small groups when conducted regularly and frequently (Center for Research on Education, Diversity and Excellence).

Work Book Resources					
Grade Level	Reading/Phonics	Language Art/Writing	Math	Science	Social Studies
K	Saxon Scholastic	Saxon	Scott Foresman	Scott Foresman	Scott Foresman
1	Saxon	Saxon	Scott Foresman	Scott Foresman Spectrum	Scott Foresman
2	Open Court	McGraw Hill Spectrum	Scott Foresman	Scott Foresman Spectrum	Scott Foresman
3	Open Court/Spectrum	McGraw Hill Spectrum	Scott Foresman	Scott Foresman Spectrum	Scott Foresman
4	Open Court	McGraw Hill Spectrum	Scott Foresman	Scott Foresman Spectrum	Scott Foresman
5	Open Court	Spectrum	Scott Foresman	Scott Foresman Spectrum	Scott Foresman

C. Assessment

Although, the “Every Student Succeeds Act” replaced “No Child Left Behind” in compliance with the federal government, ISTEP+ a mandated assessment is required in Indiana charter schools. Progress of students is measured by Indiana Statewide Testing for Educational Progress Plus or (ISTEP+) in English, language Arts, Mathematics, Science (Grade 4 and 6) and Social Studies (Grades 5 & 7). “ISTEP+ report student achievement levels according to the Indiana Academic Standards that were adopted by the Indiana State Board of Education (www.doe.in.gov).

Another assessment tool, (IREAD-3) Indiana Reading Evaluation and Determination measure third graders reading levels. The measure predicts “determinant evaluation” which shows whether students are meeting standards. Indiana Standards require 3rd graders to reading proficiency before passing to fourth grade (indianapublicmedia.org). Data will be collected, maintained and reported to Indiana Department of Education.

Next, the Northwest Evaluation Association Assessment (NWEA) evaluates many subjects, inclusive of reading and math. MAP (Measures of Academic Progress) can be used to test Kindergarten. This tool produces personal assessment; due to adapting to students learning level (NWEA.org). MAP assesses the following: (a) current knowledge (b) determine what they are ready to learn (c) shows strength and weakness (d) provides intervention (e) enrichments to challenge advance level students (f) personalize instruction (g) programmatic decision and (h) group students for instruction.

Next, the State of Indiana mandates WIDA ACCESS (World-Class Instructional Design and Assessments for English Language Learners. WIDA provides the following 5 standards: 1) social and instructional language 2) language arts 3) mathematics 4) science and 5) social studies. These standards are utilized to ensure ELLs successfulness in achieving English proficiency (doe.in.gov). Data for all assessments will be collected, maintained and results presented to the Department of Education as due.

A board member consulted with a physician at Options Behavioral Health System regarding choosing appropriate assessments for slow learners and children with behavior problems. The mental health treatment center recommends using (BASC2) as a preventive tool for behavior problems. Also, it identifies behavior problems as required by IDEA. The BASC2 assess a complete picture of a child’s behavior; the most extensive view of adaptive and maladaptive behavior. It analyzes children behavior from three perspectives: (1) self (2)

teacher and (3) parents. The Stanford-Binet Intelligence Scales was suggested as an early detection tool to determine development or intellectual abilities. This tool not only helps identify learning difficulties but also determines children and adults with above average levels of intelligence. Stanford-Binet Intelligences Scales evaluates (a) knowledge (b) quantitative reasoning (c) visual spatial processing (d) working memory and (e) fluid reasoning.

Baseline achievement data will be collected to determine student's current level of performance, without intervention. Baseline data will verify or deny concerns regarding student's difficulties. Data will be gathered, collected and maintained for subjects; such as, reading, writing and mathematics. Types of assessment tools for reading include observation (reading aloud), documentation and tests. Also, taping or recording students reading aloud improve fluency and develops confidence. One type of assessment tool for writing is a portfolio. Last, tests and quizzes are used to collect data to measure mathematics.

D. Special Student Populations

Approach to Educating Special Student Population

“Inclusiveness” is Elite Preparatory’s approach to educating children with limited English proficiency, children with special needs, students who enter below grade level and students who are academically advanced. Indiana law requires least restrictive environment; “Special education law requires school district to place a child in the least restrictive environment (LRE) that meets their individual needs.”

A study conducted by the National Center on Education in The Inner Cities documents, “There is not a different kind of education for students with limited English proficiency, children with special needs, students who enter below grade level and students

who are academically advanced; rather, “there is often needs for intensive and individualized education” (Wang, Reynolds & Walberg, 1993, p.6). This theory requires instruction adapted to each students’ need.

Proponents of inclusion argue that learning occurs in the community and failure to learn is a result of the absence of identity in the community rather than the absence of student abilities. Secondly, inclusion is the awareness of the damaging consequences of inequality, income equality and distinguishing individuals. Lastly, proponents argue inclusive education is concerned with benefits of social connection, communities of learning and social capital (Lodey & Thomas, 2007).

Special Needs Children

Parents, teachers, school administrators, specialists and students can request a referral for an educational evaluation to *identify students* with special needs. An Individualized Education Program (IEP) is used to *develop an educational plan* for special needs students. The IEP is a written document which describes how students will access general education curriculum and special education services needed (Indiana Dept. of Education, Division of Exceptional learners Child Advocates, Inc.). Also, a Case Conference Committee (CCC) comprised of a school district representative, current teacher, a licensed teacher in the area of suspected disability, general education teacher and a parent reviews or revises student’s IEP annually.

Additionally, Wang, Reynolds and Walber (1993) suggest forming partnerships between classroom teachers and specialized teachers. The specialist method of instruction is called *intensive individualized* approach. This approach consists of the specialist and a small group of students needing direct instruction or face-to-face interaction for basic skills. Also, these concepts should be reinforced and applied at home. Gains in learning will require

rigorous application in the school, homes and the community for at-risk students. Last, teachers should use their influence in maintaining order in the classroom.

Monitor Progress

The Response to Intervention or RTI is used to monitor special needs student's progress. RTI is a procedure used to assist children experiencing difficulties academically or behaviorally. The instrument measures level of intensity or children's responses to intervention and are classified as Tier 1, Tier 2 and Tier 3. (National Research Center on Learning Disabilities – "Response to Intervention Update December 2010 – National Dissemination Center for Children with Disabilities). Scheduled monthly meetings are conducted to discuss and monitor effectiveness of the intervention and troubleshooting. Also, decisions to increase or decrease intensive intervention (higher or lower tiers) or terminate intervention. Periodically teacher of record will provide parents with reports regarding children's progress in achieving service plan goals. Special needs children progress reports are issued with school report cards.

Federal/State Mandates

The federal government mandates usage of the Response to Intervention when monitoring special needs children programs. Also, to protect students with disabilities Congress passed two primary laws known as Section 504 or The Rehabilitation Act and IDEIA (Individuals with Disabilities Education Act). The IDEA contains six principles (1) Schools to utilize the (IEP) or Individualized Education Program plan (2) Free and Appropriate Public Education (FAPE) (3) Least Restrictive Environment (LRE) (4) Appropriate Evaluation (5) Parent and Teacher Participation and (6) Procedural Safeguards.

Expectations of Staff and Families

The expectation of staff and families is to build strong relationships. Elite Academy

expects staff and families to build strong relationships and form collaborative teams. Teams working together imply active listening, communicating effectively, agreeing to disagree, willingness to compromise and mutual respects. Appropriate interaction between staff and families will help children by producing the best possible education and create a family atmosphere.

Follow Up and Feedback

The method of providing follow up and feedback data to shareholders is inclusive of (a) maintain file for each student and copy all correspondences (b) keep a log sheet (c) document contacts and action taken (d) document case conference notifications (e) signature of Case Conference attendees (f) follow-up calls promptly (g) request information-call back to see if completed and (h) put everything in writing (Indiana Dept. of Education, Division of Exceptional learners Child Advocates, Inc.).

Carry Out Responsibilities.

The Special Education Supervisor will be responsible for duties listed above and record keeping. Contracting with corporations or partnering with other entity will be based upon student enrolling as low-incidence disabilities; such as blindness, deafness, or serious physical impairment. Contracting is based on needs; such as, certified special education teachers, language therapists, speech therapists, occupational therapists, psychologists, social workers and counselors.

Continuum of Special Education

According to the 511 IAC Article) “A statement of the special education and related services and supplementary aids and services to be provided to the students or, on behalf of the student by the public agency or supports for school personnel that will be provided.”

The continuum of special education services to meet student’s need is inclusive of: (a)

consultant teacher services (b) teaching approaches specifically tailored for each students (c) specific teaching area or (d) a resource room for specialized instruction for no more than two hours per day of service.

Professional Development

In the U.S., a collaborative, school based professional development is gaining popularity for general and special needs (Fernandez & Yoshida, 2004). As a group, teachers, administrators, teacher aids, special education supervisors and special education teachers plan a lesson. One teacher teaches the lesson related to exceptional learning needs and the group gives feedback regarding the content and student learning within the lesson. The teacher presents the knowledge and is embedded in teacher work. However, participant in the learning requires training, and there's a formal procedure for critiquing, training; attending a seminar, conference, enrolling in a class, or online studies. The collaboration is organized around a shared vision and it can establish a learning community.

Structure

Initially, the staff structure will consist of a Special Education Teacher. Based on enrollment, staff structure entails (a) Special Education Supervisor (b) Special Education Teacher and (c) Teacher Assistant. The student to teacher ratio varies depending on the disability of the student. They are often 6:1 or lower depending upon the needs.

Educational Program

Limited English Proficiency

Garcia (1993) suggests using bilingual instruction rather than bilingual education when serving individuals with limited English proficiency. Bilingual instruction considers specific cultural differences and language differences, which seem more successful than a bilingual education. Bilingual education tends to limit Hispanic students assimilating into

the English-speaking society. Attention should be given to new students but within the regular education framework. Wang, Reynolds & Walber (1993) recommends training for general education teachers and specialists in diverse fields; such as, second-language learning or special education teachers for altered roles. Elite Academy will employ a bilingual teacher to work with limited English speaking students. Another option is utilizing Rosetta Stone for students learning English.

Below Grade Level

While serving below grade level students Wang, Reynolds & Walber (1993) support teachers working in small group with students entering school below grade level. The teacher provides feedback frequently to each individual and the groups regarding: (a) performance in the classroom (b) check comprehension on relevant components of the curriculum and (c) promote metacognitive learning strategies. A common metacognitive strategy for learning is “mnemonics”. Mnemonics are meaningful words and each letter in the word stands for a step in a problem-solving procedure or pertinent portions of information concerning the topic of interest. Post strategies in the classroom and students can create notebooks (Allsopp 1997, Hoff & Beck 1999). Last, provide small group tutoring services for below grade level students.

Academic Advanced

“High achiever students need instruction that is adapted to their strength,” (Wang, Reynolds & Walber, 1993, p.4). But, Love and Kruege (2005) assert, instruction must include both strengths and needs. Capitalize on student strength through role playing, practicing and consider needs of advanced student when creating lessons plans. Implementing groups based on abilities and reading levels is a common practice within the classroom. Furthermore, numerous elementary and secondary schools utilize special classes for gifted

students within the school setting rather than the homeroom (Slavin, 1987). Complex topics such as problem solving and communication can be taught. Also, advanced students mentoring below grade level children will foster their growth. Advanced students will mature, learn responsibility, reinforce their learning and below grade levels will gain knowledge.

A. Goals

School Specific Goal Submission

School Specific for Elite Preparatory Academy

Mission:

Elite Preparatory Academy commits to providing a challenging and rigorous literary curriculum based on The Quintilian Theory, inclusive of reading development, instructional writing and math; which results in obtaining, comprehending and applying knowledge; these skill sets will equip students to obtain a professional degree and/or entrepreneur education with emphasis on ethics.

Goal: Prepare students to read at or above proficient level.

Annual Target: See Below

Assessment Tool: ISTEP+, IREAD-3, and NWEA

Attachment: N/A

Rationale for Goal and Measure: The inability to read and comprehend limit students in what they can accomplish. Acquiring reading skills prepares students for college, doctoral program or employment. ISTEP+, IREAD-3 and NWEA are appropriate assessment tools which measure reading levels.

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: Plan to collect student achievement data by the beginning of 2018-2019.

Specific Goal Submission					
Goal: Prepare Students to Read at or above Proficient Level					
Charter School	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-2019	More than 70% of students met school specific goals	60%-70% of students met school specific goals	60% of students met school specific goals	Fewer than 50% of students met school specific goals
2	2019-2020	More than 75% of students met school specific goals	65%-70% of students met school specific goals	65% of students met school specific goals	Fewer than 55% of students met school specific goals
3	2020-2021	80% of students met school specific goals	70%-75% of students met school specific goals	70% of students met school specific goals	Fewer than 60% of students met school specific goals
4	2021-2022	80% Students met school specific goals	75%-80% of students met school specific goals	75% of students met school specific goals	Fewer than 65% of students met school specific goals
5	2022-2023	85% of students met school specific goals	75%-80% of students met school specific goals	80% of students met school specific goals	Fewer than 70% of students met school specific goals
6	2023-2024	85% of students met school specific goals	75%-80% of students met school specific goals	80% of students met school specific goals	Fewer than 75% of students met school specific goals
7	2024-2025	85% of students met school specific goals	85%-90% of students met school specific goals	85% of students met school specific goals	Fewer than 80% of students met school specific goals

SCHOOL SPECIFIC GOAL SUBMISSION

School Specific for Elite Preparatory Academy

Mission:

Elite Preparatory Academy commits to providing a challenging and rigorous Literary Curriculum based on The Quintilian Theory, inclusive of reading development, instructional writing and math; which results in obtaining, comprehending and applying knowledge; these skill sets will equip students to obtain a professional degree and/or entrepreneur education with emphasis on ethics.

Goal: Prepare students to write at or above proficient level.

Annual Target: See Below

Assessment Tool: ISTEP+ and Journal.

Attachment: N/A

Rationale for Goal and Measure: Writing improves communication and thinking skills. A gap exists at the high school level before entering college; wherein, students are unable to write precise and concise. ISTEP+ measure writing level and a writing journal shows students actual works; therefore, they are appropriate assessment tools

Assessment Reliability and Scoring Consistency: The writing journal reliability is based on writing that is understandable, interesting and sentence fluency.

Baseline Data: During the beginning of the school year data will be collected, compared and results presented at the end of the school year.

Specific Goal Submission					
Goals: Prepare students to write at or above proficient level.					
Charter School	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-2019	More than 70% of students met school specific goals	60%-70% of students met school specific goals	60% of students met school specific goals	Fewer than 50% of students met school specific goals
2	2019-2020	More than 75% of students met school specific goals	65%-70% of students met school specific goals	65% of students met school specific goals	Fewer than 55% of students met school specific goals
3	2020-2021	80% of students met school specific goals	70%-75% of students met school specific goals	70% of students met school specific goals	Fewer than 60% of students met school specific goals
4	2021-2022	80% Students met school specific goals	75%-80% of students met school specific goals	75% of students met school specific goals	Fewer than 65% of students met school specific goals
5	2022-2023	85% of students met school specific goals	75%-80% of students met school specific goals	80% of students met school specific goals	Fewer than 70% of students met school specific goals
6	2023-2024	85% of students met school specific goals	75%-80% of students met school specific goals	80% of students met school specific goals	Fewer than 75% of students met school specific go
7	2024-2025	85% of students met school specific goals	85%-90% of students met school specific goals	85% of students met school specific goals	Fewer than 80% of students met school specific go

SCHOOL SPECIFIC GOAL SUBMISSION

School Specific for Elite Preparatory Academy

Mission:

Elite Preparatory Academy commits to providing a challenging and rigorous Literacy Curriculum based on The Quintilian Theory, inclusive of reading development, instructional writing and math; which results in obtaining, comprehending and applying knowledge; these skill sets will equip students to obtain a professional degree and/or entrepreneur education with emphasis on ethics.

Goal: Utilize professional development to raise teachers writing skills level.

Annual Targets: See Below:

Assessment Tools & Measures: Formal or informal writing sessions conducted by professional writers.

Attachment: N/A

Rationale for Goal and Measure: Teachers must be skilled writers in order to teach students how to write.

Assessment Reliability and Scoring Consistency: Writing is understandable, accurate and sentence fluency. Utilize a portfolio as a measuring tool.

Baseline Data: Beginning of 2018-2019 teachers will attend sessions.

Specific Goal Submission					
Goal: Utilize professional development to raise teachers writing skills level.					
Charter School	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-2019	More than 70% of teachers met school specific goals	60%-70% of teachers met school specific goals	60% of teachers met school specific goals	Fewer than 50% of teachers met school specific goals
2	2019-2020	More than 75% of teachers met school specific goals	65%-70% of teachers met school specific goals	65% of teachers met school specific goals	Fewer than 55% of teachers met school specific goals
3	2020-2021	80% of teachers met school specific goals	70%-75% of teachers met school specific goals	70% of teachers met school specific goals	Fewer than 60% of teachers met school specific goals
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6	2023-2024	85% of teachers met school specific goals	75%-80% of teachers met school specific goals	80% of teachers met school specific goals	Fewer than 75% of teachers met school specific go
7	2024-2025	85% of teachers met school specific goals	85%-90% of teachers met school specific goals	85% of teachers met school specific goals	Fewer than 80% of teachers met school specific go

SCHOOL SPECIFIC GOAL SUBMISSION

School Specific for Elite Preparatory Academy

Mission:

Elite Preparatory Academy commits to providing a challenging and rigorous Literacy Curriculum based on The Quintilian Theory, inclusive of reading development, instructional writing and math; which results in obtaining, comprehending and applying knowledge; these skill sets will equip students to obtain a professional degree and/or entrepreneur education with emphasis on ethics.

Goal: Build character: Teach morals, values and ethics by observing or studying role models and practice appropriate behavior.

Annual Target: See Below.

Assessment Tool & Measures: BASC 2 or Behavior Assessment System for Children.

Analyze children behavior from three perspectives- self, teacher and parents to get a more thorough and balance picture.

Attachment: N/A

Rationale for Goal and Measure: Used assessment tool as an intervention plan.

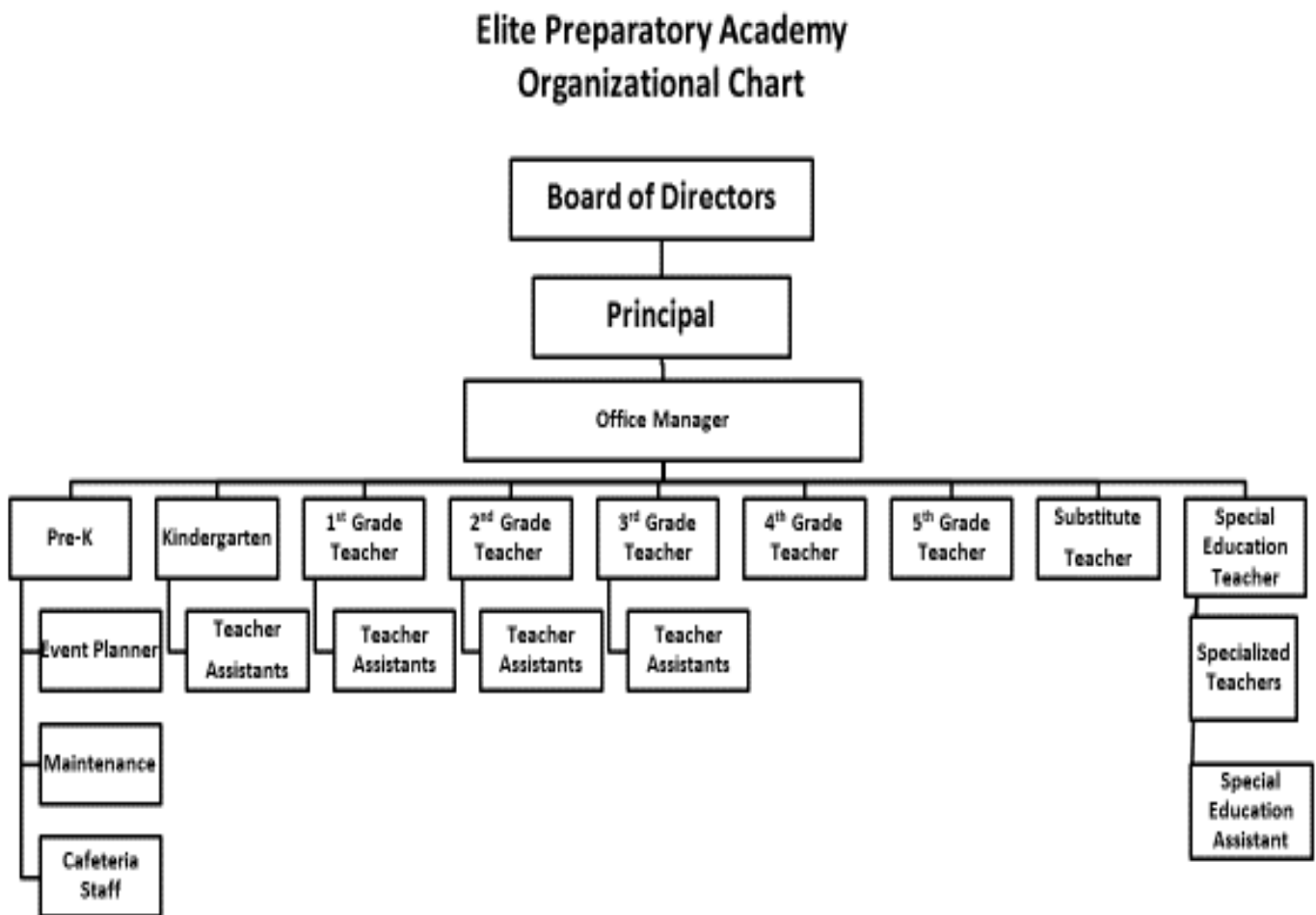
Assessment Reliability and Scoring Consistency: N/A

Baseline Data: Beginning of school 2018-2019.

Specific Goal Submission					
Goal: Build character: Teach morals, values and ethics by observing or studying role models and practice appropriate behavior.					
Charter School	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-2019	More than 70% of students met school specific goals	60%-70% of students met school specific goals	60% of students met school specific goals	Fewer than 50% of students met school specific goals
2	2019-2020	More than 75% of students met school specific goals	65%-70% of students met school specific goals	65% of students met school specific goals	Fewer than 55% of students met school specific goals
3	2020-2021	80% of students met school specific goals	70%-75% of students met school specific goals	70% of students met school specific goals	Fewer than 60% of students met school specific goals
4	2021-2022	80% Students met school specific goals	75%-80% of students met school specific goals	75% of students met school specific goals	Fewer than 65% of students met school specific goals
5	2022-2023	85% of students met school specific goals	75%-80% of students met school specific goals	80% of students met school specific goals	Fewer than 70% of students met school specific goals
6	2023-2024	85% of students met school specific goals	75%-80% of students met school specific goals	80% of students met school specific goals	Fewer than 75% of students met school specific go
7	2024-2025	85% of students met school specific goals	85%-90% of students met school specific goals	85% of students met school specific goals	Fewer than 80% of students met school specific goals

III. Organizational Viability and Effectiveness

B. Governance and Management:



Elite Preparatory Academy's Governance and Management involves establishing organization goals, directions, and maintaining limitations and accountability. The founding Board of Directors consists of knowledgeable, experienced and compassionate individuals who are concerned about our children's education. Specialize areas include: (a) leadership (b) organization and management, (c) business (d) budget & fundraising (e) behavioral management (f) counseling (g) researcher and (h) professional writer. Recruiting and selecting additional board members is a priority; however, it requires slowly selecting people with character and commitment. Also, the board will select a parent whose child attends the proposed school as a member. A complete board of directors encompasses twelve individuals representing students, families and the community.

Roles and Responsibilities of Leaders

Board of Directors

The following are The Board of Directors responsibilities: (a) determines and maintains the school mission and diligently work in pursuit (b) select school leaders (c) support the director, office manager and review performances (d) verify organizational planning is effective (e) develop a budget (f) ensures financial resource; fundraising (g) hire adequate personnel (h) maintain suitable facility (i) accountable for financial resources (j) determine, monitor and continuously improve school's curriculum program and services (k) promote school (l) comply with state and federal laws (m) adhere to board policies (n) recruit and aide new board members and (n) build community relationships (see attachment # 11).

Principal

General responsibilities of the Principal are inclusive of: (a) determine needs of the community (b) communicate with board of directors (c) purchase and maintain equipment

and supplies (d) hiring, training, assessing and firing staff (e) marketing the program (f) offers professional development opportunities (g) keep abreast of new innovations and technology (h) build relationships with parents (i) monitor health and safety standards (j) regularly evaluate program and implement quality improvements (k) develop and maintain instructional program (l) develops curriculum (m) develop facility and physical environment and (m) build and maintain relationships with governmental agencies.

School Office Manager

The School Office Manager assist in the following areas: (a) in absence of principal serve in that capacity (b) administrative and secretarial support to principal (c) manage day to day school office activities (d) relieve principal of administrative details (e) monitor specific activities (f) present information and recommendations requested by principal (e) maintain variety of documents, files and records (f) compile data from a variety of sources and events (g) coordinate projects (h) coordinate substitute activities daily to ensure coverage of teachers absences (i) Prepare reports, documents and correspondence (j) process documents (k) order supplies and material (l) research topics and (m) response to inquiries.

Community Affairs

Board of Directors will establish a committee which includes members of the community, parents, faculty, and students. Teacher from each grade level will share basic skill taught in the classroom. Also, teachers and parents can create activities or determine additional instructional materials for use at home to reinforce learning (Ferguson, 1984). The Community Affairs committee will present workshops for parents (Parental Skills) and students (Social Behavior). Last, problems identified by the community will be addressed, discussed and solutions determined.

Criteria for Leader

The following are criteria for selecting a Principal: (1) determines needs of organization and develop a profile of a high-quality leader (2) list job responsibilities (3) list knowledge, skill sets and abilities (4) determine salary (5) plan hiring strategy, advertise and recruit candidates (6) receive and screen applications and select interviewees (7) assess the candidates and conduct interviews (8) the Board of Directors will hire school leader. Elite Academy's Board of Directors intentions is to hire a school leader during the summer of 2018.

Developing Policies

The procedure in developing policies consist of: (1) notify board members within two weeks of scheduled meetings (2) discuss, debate issues and make decisions (3) establish, draft rules and regulations (5) write policies which further the vision and mission (6) adopt policies of articles of incorporation (7) adopt policies required by federal, state and local governing agencies (8) adopt charter school policies and (9) adopt bylaws of Elite Academy, Inc. According to the bylaws decision making constitutes a quorum. A quorum is the majority of the number of directors or 50% of members.

Development Plan Board Members

Board members will continually receive professional development and training. Training enables members to accomplish their responsibilities, conquer challenges, and work together. The board can determine short and long-term decisions by gaining more knowledge of school curriculum, state standards and testing, and the overall operations and their impact on student achievement.

	Board of Directors	Principal	Office Manager
Curriculum	Determine, monitor, and ensure curriculum is accomplishing the mission. Professional development training.	In collaboration with Boards of Directors develops and selects curriculum. Oversee implementation of curriculum. Observe the effectiveness of curriculum. Professional development training.	Assist the Principal in implementing and assessing the curriculum. Coordinate Professional development training pertaining to curriculum.
Personnel Decision	Write and enforce personnel policies. Hire Principal and Office Manager.	Implement personnel policies. Hire and manage personnel staff.	Assist the Principal in hiring and supervising teaching staff.
Budget Allocation	Plans and approves annual budget in collaboration with the Principal In compliance with State financial regulations; contract with a CPA.	Decide how funds are spent by calculating income minus expenses. Review day-to-day operational expenses. Prepare summary budget, reports and submit to Board of Directors.	Recommends how funds are allocated to the Principal. Documents day-to-day operational needs. Record and prepare financial documents and reports.
Vendor Selection	Establish policies in selecting vendors. Solicit bids from vendors, compare pricing and services. Research and investigate vendors to ensure that they are	Based on policies by the board, bids will be solicited and reviewed. A contract will be entered into between the vendors and Elite Academy according to the term negotiated.	Assist the Principal in evaluating services and products which pertain to educational programs, curriculum and instructional software.

	reliable and provide quality services. Submit background check and references.		
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Below are steps for selecting staff personnel:

Step I: Design a Job Description

Step II: Create an Application for Employment

Step III: Interview the Candidates

Step IV: Submit Background Checks and Contact References

Step V: Offer Position

Step VI: Notify Rejected Applicants

Step VII: Orientation

At least one Board member will be a parent of a student currently enrolled at Elite Preparatory Academy.

C. Community Partnerships

In developing community partnerships, the board has contacted several organizations. Currently, we are waiting for a gardener partnership to show children how to plant a garden. When a designated location has been chosen, our desire is to establish a community partnership with a neighborhood public library as one means of academic.

All board members have committed to seeking and acquiring partnerships with affiliated organizations. Ongoing and continual development of community partnership is a priority and the importance of building relationships, expanding activities for parents and student, and broadening knowledge will impact the community in a positive manner (see attachment #6).

D. Budget and Financial Matters

Elite Preparatory Academy's intention is to submit an application to the Walton Family Foundation grant for \$250,000 (based on approval). Probability of the target population poverty level ranking high is likely and this determine eligibility for certain grants; such as, Title I. Under Title I funds can be used for materials, supplies, summer programs, technology, administration and professional development. In 2014, the national average funds from IDEA 611/614 is \$1,743 per students (State \$519.40). According to one source, 40 % expenditure the government pays; if you receive it.

One particular duty of the Board of Director's is to raise funds. Due to a slow and struggling economy, a realistic fundraising amount for a one year timeframe is between \$25,000 to \$50,000. Also, by contracting with an Event Planner/Organizer, we would like to form a committee within the community that solely raises funds for the school. As a former member of this type of organization, we raised considerable amounts of monies for a local organization in Indianapolis.

The following is a list of potential contributors in lieu of obtaining grant monies:

- Eli Lilly Endowment: Assist students from elementary grades through high school prepare for academic, career and personal success. Previous grants range from \$8,302.00 to \$50,000, which is based on enrollment of each school.
- Pey-Back Foundation: Payton Manning Foundation Grant. Support programs that provide leadership and growth opportunities for children-at-risk.
- School Textbook Reimbursement Contingency Fund: Reimburse school corporation for textbooks, related school fees for children living in poverty.

- Federal Public Charter School Grant Program: Eligible to receive up to \$150,000 per year for three years for planning and implementation. Competitive Grant not guaranteed.

E. Facility

Currently, a facility has not been chosen; however, Loree Fant (Broker) Company has agreed to assist in securing a suitable rental facility. We are interested in securing an IPS building if there are any available. Obtaining a school building within an established neighborhood with mature trees on at least 5 acres of land to accommodate on- site parking, bus loading and unloading and outdoor physical education is an ideal campus type setting.

The proposed layout is a one-story building with ample floor space for cafeteria, gymnasium, library, technology center, departmental offices, teacher's workroom and approximately 20 classrooms. Minimum size of the building is approximately 20,000 to 30,000 square feet.

F. Transportation

Description of Transportation

1. Elite Academy's intention is to secure a facility in an established residential area of Lawrence Township. Placement within a one mile radius allows children to walk to school. Walking to schooling is convenient for parents, exercise for children and cost efficient.
2. Children outside of the one mile radius requires bus transportation. Accommodation includes designated locations for pick up and arrival times will be determined based on needs of the majority of children. If the demand is greater than anticipated, Elite Academy will use buses to transport children.

3. Five percent of children between the ages of 5-17 have disabilities. Five percent of 150 students is approximately 8 children. The rental or purchase of a long channel rear entry wheelchair modified van can carry two wheelchairs at a time.
4. Coordinating car pools among parents is another means of transporting children to and from school. Organize car pools by scheduling a meeting with interested parents. Select reliable parents and establish rules and back-up plans.

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- Wisconsin Policy Research Institute Report (2001). Direct Instruction and the Teaching of EarlyReading. March 2001. Volume 14, Number 2.
- www.criticalthinking.org/university/unilibrary/library.ncllc
- www.doe.in.gov
- www.exceptionalchild.com
- <http://www.neighborhoodlink.com/zip/46226>
- www.flinders.edu.

www.literacyresources,inc.

www.p12nysed.gov

www2.ed.gov

ELITE ACADEMY

CALENDAR 2018-2019

EVENT

DATE

First Semester

2018

First day of School

Wednesday, August 8, 2018

No School - Labor Day

Monday, September 3, 2018

End of Quarter 1 = 42 Days

Friday, September 28, 2018

No School (Fall Break)

Monday, October 8 - Friday, October 12, 2018

PD Teachers Workday (No Students)

Friday, October 19, 2018

No School -Thanksgiving Break

Monday, November 19 - Friday, November 23

End of Quarter 2 = 45 Days

Friday, December 21, 2018

Teachers Work-Day (No Students)

Thursday, December 22, 2018

No School - Winter Break)

Monday, December 24 - Friday, January 4,
2019

Second Semester

2019

School Begin

Monday, January 7, 2019

Professional Development Day

Friday, January 18, 2019

Flex Day - Martin Luther King Jr. Day

Monday, January 21, 2019

Flex Day - President Day

Monday, February 18, 2019

ISTEP Testing (Grades 3-8)

TBD

End of Quarter 3 = 43 Days

Friday, March 8, 2019

IREAD Testing (Grade 3) Day

TBD

No School (Spring Break) (PD)

Monday, March 25 - Friday, March 29

ISTEP Testing (Grades 3-8)

TBD

Last Day of School for Students

Wednesday, May 22, 2019

End of Quarter 4 = 48 Days

End of Semester 2 = 91 Days

Teacher Work-Day (No Students)

Thursday, May 23, 2019

No School - Memorial Day

Monday, May 27, 2019

Total Students Days = 180

Total Teacher Days = 4
 Fall Break = 1 Week
 Thanksgiving = 1 Week
 Winter Break = 2 Weeks
 Spring Break = 1 Week
 Summer Break = 10 Weeks

DISCIPLINE PLAN

Violations	First Report	Second Report	Third Report
1. Interfering with classroom instruction	Pupil verbally corrected Parent contact. Time out. Written apology.	Parent contact. Loss of recess or after school detention.	Parent contact or conference
2. Excessive rudeness or insubordinate to school personnel or other adult.	Pupil verbally corrected. Parent contact. Time out. Written apology.	Parent contact. Loss of recess or after school detention. Consideration of in-school or out-of-school suspension (ISS or OSS)	Parent contact or conference. One-two days of ISS or OSS.
3. Pushing, tripping, throwing objects, physical intimidation, or other related physical contact with another person.	Pupil verbally corrected. Parent contact. Time out. Written apology.	Parent contact. Loss of recess or after school detention. Consideration of ISS or OSS.	Parent contact or conference. One-two days of ISS or OSS.
4. Fighting or physically hurting another person.	Pupil verbally corrected. Parent contact. One day ISS or OSS.	Parent contact. Two days of ISS or OSS.	Parent contact or conference. Three days OSS with recommendation for long-term suspension to the superintendent.
5. Bullying, intimidation, verbal or written harassment, sexually related harassment, and/or other verbal or written threats and harm to another person.	Pupil verbally corrected. Parent contact. Written apology. Loss of recess. Possible in-school or out-of-school suspension (ISS or OSS). Written notification to the superintendent.	Parent contact. Two days of ISS or OSS with written notification to the superintendent.	Parent contact or conference. Three days OSS with recommendation for long-term suspension.
6. Use of profanity or other unacceptable language or gestures or displaying inappropriate physical forms of affection.	Pupil verbally corrected. Parent contact. Time out.	Parent contact. Loss of recess or after school detention.	Parent contact/conference. One-two days of ISS or OSS.
7. Display of nudity or inappropriate sexually related conduct.	Parent contact. One or two-day ISS or OSS.	Parent contact-conference. Three days ISS or OSS.	Parent contact/conference. Possible long term suspension or recommendation for expulsion.

8. Smoking, chewing or any use of tobacco, alcohol, illegal drugs, or other unauthorized use of a controlled substance	Parent contact-conference. Three days out of school suspension (OSS). Contact policy.	Parent contact/conference. Up to 10 days OSS and police contact.	Parent contact/conference. Three days of OSS with recommendation for expulsion.
9. Cell phones, laser pins, audio or A/V equipment (radios, games, CD players, etc.) trading cards, and other such items not allowed at school.	Pupil verbally corrected. Object placed in the office to be picked up by parent.		
10. Violation of Internet Usage Policy	Parent contact. Oss of internet privileges for a 3-month period.		
Violation	First Report	Second Report	Third Report
11. Theft – taking something that do not belong to you.	Pupil verbally corrected. Parent contact. Time out. Written apology. Article returned or paid for.	Parent contact. Loss of recess or after school detention. Consideration of ISS or OSS, and article returned or paid for.	Parent contact/conference. One-two days of ISS or OSS. Article returned or paid for.
12. Lying	Pupil verbally corrected. Parent contact. Time out. Written apology.	Parent contact. Loss of recess or after school detention. Written apology.	Parent contact/conference. One-two days of ISS or OSS. Consideration of referral to police or legal personnel.
13. Vandalism and intentional destruction of property.	Parent contact/conference. One day of ISS or OSS. Student/family to pay for needed repairs.	Parent contact/conference. Two days OSS. Student/family to pay for needed repairs.	Parent contact/conference. Three days of OSS with recommendation for expulsion to the superintendent. Student/family will need to pay for needed repairs.
14. Wearing improper attire.	Pupil verbally reminded. Alternative clothes given to the student to wear.	Pupil verbally reminded. Alternative clothes given to the student to wear. Parent contact.	Parent contact. Alternative clothes given to the student to wear. Loss of recess.
15. Possession of a knife or similar harmful object on school grounds.	Parent contact/conference and consideration of one day OSS.	Parent contact/conference. Two days OSS.	Parent contact/conference. Three days OSS with expulsion recommended.
16. Possession of a firearm or similar weaponry.	Parent contact/conference. Ten days suspension pending Expulsion. Referral to police or legal personnel.		
17. Possession or distribution of materials containing inappropriate language or pictures.	Pupil verbally corrected. Parent contact. Time out/loss of recess.	Pupil verbally corrected. Parent contact/conference. One day OSS.	Parent contact/conference. Two days of OSS.

Parents will be contacted by the following order: (1) phone (2) email or (3) letter. Elite Academy will document and maintain records of all disciplinary problems.

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Is a letter of support included in the application?
P& AP LLC	Ann & Paul Pimpton	4914 Derby Lane, Indianapolis, IN 46226 annpimpt@yahoo.com	Publishing	Yes
Sudden Changes	Aretha Jones	6718 East 38th Street Indianapolis, IN Arethajones96@yahoo.com	Business Career Day	Yes
Jimmy's Auto Service	Jimmy Penry	4601 N. Arlington Indianapolis, IN 46226 www.jimmysautoservice.com	Football Trainer & Basketball	Yes
Vision on High	Donna Harney	2708 Fairhaven Drive Indianapolis, IN 46229	Theatrical	Yes
ECE	Delores Smith	6203 E. 52nd Place Indianapolis, IN 46226	Horticulture	Yes

P & A P, LLC

**General Contractor * Plumbing Contractor
4914 Derby Lane * Indianapolis, IN 46226
317-374-7554 * 317-967-1994**

March 13, 2017

Office of the Mayor, City of Indianapolis
Office of Education Innovation
2501 City-County Building
200 E. Washington Street
Indianapolis, IN 46204

Dear Sir,

Paul & Ann Pimpton would like to provide publishing services for the proposed school of Elite Preparatory Academy.
On a quarterly basis, we will recognize students' writing through media sources.

Please contact me for any additional information at 317-967-1994.

Sincerely,

Paul V. Pimpton

Paul V. Pimpton

March 3, 2017

Elite Preparatory Academy
Dr. Ann Pimpton, Ph.D.
4914 Derby Lane
Indianapolis, IN 46226

Dear Dr. Pimpton,

I am pleased to partner with Elite Preparatory Academy while the organization submits a proposal for a charter school on the eastside of Indianapolis.

Forming a collaboration with your proposed school by providing services as an extra-curricular activity football trainer and basketball coach will help children's development, learn team work and discipline.

Also, participating on Businesses Career Day as an Entrepreneur and Owner of Jimmy's Auto Service, I consider an honor.

Sincerely,

Jimmy Penry

Mr. Jimmy Penry
Owner
317-602-3501

March 1, 2017

Elite Preparatory Academy
Dr. Ann Pimpton, Ph.D.
4914 Derby Lane
Indianapolis, IN 46226

Dear Dr. Pimpton,

Sudden Change Hair Gallery considers it as an honor to partner with Elite Preparatory Academy regarding a charter school.

As an owner, I am pleased to represent my company and conduct an age appropriate activity for the children so that they can learn business principles, methods, and practical applications. Also, I am looking forward as a participant on Career Day.

If I can be of any other assistance, please let me know by contacting me at 317-542-7776.

Sincerely,

Aretha Jones
Mrs. Aretha Jones
Owner

March 17, 2017

Elite Preparatory Academy
Dr. Ann Pimpton, Ph.D.
4914 Derby Lane
Indianapolis, IN 46226

Dear Dr. Pimpton,

It is my great pleasure and honor to partner with your proposed Elite Preparatory Academy charter school regarding theatrical activities for the children.

As a playwright, director and actress, I am looking forward in training and working with future actresses and actors.

In the meantime, feel free to call me at 317-652-0565 or renishaharney@yahoo.com.

Sincerely,

Mrs. Donna R. Harney
Vision On High

Ann Pimpton

Address

4914 Derby Lane
Indianapolis, Indiana 46226
(317) 967-1994 (cell)
(317) 374-7554
annpimpt@yahoo.com

Education

Capella University, Ph.D. School of Business and Technology, 2009,
GPA 3.75
Martin University, M.A. Urban Ministry, 2004
Martin University, B.A. Religious Studies, 1999
Marian College, Core Classes, 1989-1993

Honors and Awards

Excellence in Literary Art, Hall of Fame Award, Martin University,
2008
Business Woman of the Year 2005, Business Advisory Council
Speaker Circle, Washington, D.C., 2005

Professional Society Membership

Indianapolis Recorder Women's Auxiliary
The Hope Team

Employment Experience

Co-Owner P & AP LLC General & Plumbing Contractor 2002-Present
Education Specialist, Lead Teacher, Auntie Mame's Child
Development 2016
Writer, National 100 Black Men, 2015
Director, Destiny Christian Academy, 2009-2011
Adjunct Professor, Ivy Tech Community College, 2007-2008
Supervisor, Program Coordinator, Caseworker, FSSA, 1979-1998

Extracurricular Activities

Westview Healthplex Sports, Swimmer, Zumba
Indy Washington Park, Exercise

Publications

"The Quality of Leadership Implication", ProQuest Publisher, Capella
University, 2009
"Dreamer", P&AP Publication, 2005

ANGELA D LAWRENCE

Phone: 317-891-6865

Email: lawrenceangela@sbcglobal.net

Professional Summary

Counselor with 5 years of experience with mental health, grief counseling, and sexual abuse experience. Recognized for consistently sharing innovative ideas, working collaboratively with co-workers, and making sound assessment input. Energetic self-starter and quick learner with strong detail, quality, and improving customer service experience.

KEY SKILLS

- Crisis intervention
- Group Counseling
- Behavior Management
- Individual counseling
- Program design/Management

Technical Experience

Software/Databases:	MS Word, MS Excel, MS Outlook
Methodologies: Management,	Crisis Intervention, Group Counseling, Behavior Individual Counseling
Others:	Customer Service

PROFESSIONAL EXPERIENCE

Options Behavioral Health Systems, Indianapolis, IN 01/ 2016 – Present

Intake Specialist

Coordinates the referral and intake process for the inpatient psychiatric services program; acts as a resource to families, outside agencies and staff. Provide assessments of incoming patient's mental health/psychiatric condition. Interface with attending psychiatrist who will formulate level of care recommendation and immediate patient disposition. Enters and maintains referral/intake information using a database; processes referrals including preparing intake and initial assessment packets; contacts parents/family of referred patients and provides information regarding the program and the intake/assessment process; documents family's concerns, priorities and resources available; conducts informational presentations to community based organizations and outside agencies regarding the referral/intake process; attends staff meetings; assists in planning parent support activities; provides program support for team/staff as needed; maintains cooperative working relationships with staff, families and agency personnel.

Play School at Arbor Village, Indianapolis, IN 09/2011-05/2015

Infant – Toddler Floater

Performed basic care and teaching for children from infants to 5 years old. Scheduled and participated in meetings with parents to discuss their child progress and needs. Recorded progress and developed strategies for stimulating learning and development.

- Performed opening and closing duties for the company for four years
- Implement lesson plans that were developmental appropriate for over 150 infants and school age children
- Some office and staff organizing that includes ordering supplies to making memorandums

Milton Bradbury Jr, Attorney at Law, Indianapolis, IN
08/2014

07/2011-

Case Manager

Provided consultation services for the attorney in mental illness assessments. Conducted research in the field of forensic psychology for the attorney. Determined treatment intensity and duration that is based on the patient's needs.

- Maintained detailed reports on findings of the psychological assessments
- Informed forensic evaluations results to the Judges directly or through a five-tier axis
- Interviewed patient to identify behavioral and emotional issues
- Provided appropriate diagnosis to treat patients based on abnormal behavior

Promise Town Childcare Ministry, Indianapolis, IN

06/2010- 09/2011

Lead Teacher

Designed classroom with planning, setup, and cleaning. In charge of implementing educational procedures that is developmental appropriate practices for ages 3 to 5 years old. Work with IPS and I-Star to assist the need of children with mild special need.

- Assist over 30 children to prepare themselves for Kindergarten.
- Worked with 5 children that were special needs
- Assessments and evaluations for over 30 children.

Union Branch Missionary Church, Tallahassee, FL

05/2005 -04/2010

Counselor

Manage to set up a system of diverse intervention programs and counseling methods for coping skills. Coordinated with parents and guardians to informed and educate on progress and intervention techniques.

- Crafted individuals and groups with situations and effective responses
- Conducted weekly sessions with youths to examine issues and develop treatments
- Structured positive behaviors techniques and introduced coping techniques

EDUCATION & TRAINING

Ph.D Psychology Candidate

Walden University, Minneapolis, MN, 2017

MA Forensic Psychology

Argosy University, Sarasota, FL

BA Criminal Justice

Kaplan University, Chicago

Volunteer Service

Vet to Vet Peer Facilitator

Indianapolis, IN

Military Sexual Trauma Group

Indianapolis, IN

Sister Solder Network for African American Veterans Woman

Indianapolis, IN

NAMI Family to Family Educational Program
NAMI Mental Illness and Brain Disorders
Indianapolis, IN

Joyce Hudson

5902 Walsham Way, Indianapolis, IN 46254
(317) 653.1753 • jhudson28@ivytech.edu

Professional Profile

Motivated, personable business professional focused on organizational improvement through student growth and development. An effective management professional who delivers positive results that impacts the educational environment and organization; Diplomatic and tactful with professionals and non-professionals at all levels.

Summary of Qualifications

- Responsible for the academic advising of a group of 20-50 students
- Advocate for student concerns related to grades, degree planning, and instructor issues
- Execute maintenance actions and help with creating a sound educational foundation
- Guide students in making attainable education choices
- Modify work procedures and processes to meet deadlines and work under pressure
- Securing that student is healthy, safe, and prepared to do task
- Help individuals resolve personnel problems, complaints, and formal grievances whenever possible or refer them to higher-level supervisors
- Processing tax payer's payments to reflect their accounts
- Assist in proctor major tests, AP Psychology test
- Typing, filing, answering the phones
- Assisting taxpayer with various tax questions

Skills

- | | |
|-------------------------------|-------------------------|
| • Microsoft Office 2013 | • Attention to detail |
| • Data entry | • Relationship building |
| • Problem solving | • Office administration |
| • Customer service | • Project management |
| • Interpersonal communication | • Leadership |

Education

Ivy Tech Community College
Associate of Science, Human Services

Indianapolis, IN

May 2016

Employment Experience

Indiana Department of Child Services
2013-2013
Clerical Assistant

Indianapolis, IN

MSD of Pike Township
2006-2012

Indianapolis, IN

Instructional Assistant

Family and Social Services
2004-2006

Indianapolis, IN

Public Caseworker

Indiana Department of Revenue
1998-2001

Indianapolis, IN

Tax Analyst 5

To: Indianapolis Mayor's Office of Education Innovation
From: Dr. Ann Pimpton, Ph.D.
Date: March 6, 2017
Subject: Elite Preparatory Academy Inc.

This memorandum indicates my interest in serving as a governing authority member of Elite Preparatory Academy. My attached resume summarizes knowledge, skills and experience gained.

Below the following represents accumulated years of knowledge and experience:

Experience

- Board Member of Destiny Christian Academy
- Director of Destiny Christian Academy, Non-Profit Organization 2007-2011.
- Co-Owner of P & AP LLC
- Teacher, Education Specialist, Adjunct Professor, Special Education Assistant
- Researcher-Conduct Case Studies
- Professional Writer
- Train Teachers

Knowledge

- Organization and Management
- Leadership
- Publisher
- Program Coordinator
- Entrepreneurship

I am not aware of any potential conflict of interest that may occur in fulfilling my responsibility and duties as a board member.

If you have any additional questions, please feel free to contact me at 317-967-1994 or annpimpt@yahoo.com.

Dr. Ann Pimpton, Ph.D.

To: Indianapolis Mayor's Office of Education Innovation
From: Johnetta Thompson
Date: March 6, 2017
Subject: Elite Preparatory Academy Inc.

This memorandum indicates my interest in serving as a governing authority member of Elite Preparatory Academy. My attached resume summarizes knowledge, skills and experience gained.

Below the following represents accumulated years of knowledge and experience:

Experience

- College and Career Counselor
- Substitute Teacher
- Group Facilitation
- Supervision/Management
- Trainer

Knowledge

- Organizational Leadership
- Training
- Presentations
- Management

I am not aware of any potential conflict of interest that may occur in fulfilling my responsibility and duties as a board member.

If you have any additional questions, please feel free to contact me at 317-514-6874 or marie252509@gmail.com.

Sincerely,

Johnetta Thompson

To: Indianapolis Mayor's Office of Education Innovation
From: Joyce Hudson
Date: March 16, 2017
Subject: Elite Preparatory Academy Inc.

This memorandum indicates my interest in serving as a governing authority member of Elite Preparatory Academy. My attached resume summarizes knowledge, skills and experience gained.

Below the following represents accumulated years of knowledge and experience:

Experience

- Instructional Assistant, Exceptional Learners
- Public Case Worker
- Problem Solving
- Advocate for Students

Knowledge

- Organization and Management
- Project Management
- Office Administration
- Customer Service

I am not aware of any potential conflict of interest that may occur in fulfilling my responsibility and duties as a board member.

If you have any additional questions, please feel free to contact me at 317-653-1753 or jhudson28@ivytech.edu.

Joyce Hudson.

To: Indianapolis Mayor's Office of Education Innovation
From: Ms. Willie Jacqueline Hilliard, MBA
Date: March 7, 2017
Subject: Elite Preparatory Academy Inc.

This memorandum indicates my interest in serving as a governing authority member of Elite Preparatory Academy. My attached resume summarizes knowledge, skills and experience gained.

Below the following represents accumulated years of knowledge and experience:

Experience

- Teachers Aid IPS Middle Schools
- Read-Up Volunteer
- Adopt-A-College Committee @ Marathon Petroleum Company
- Special Education Assistant, Sunday School Teacher,
- Active Member of the Zeta Phi Beta Sorority, (Mu Tau Zeta)

Knowledge

- Business Management
- Technology
- Publisher
- Trainer

I am not aware of any potential conflict of interest that may occur in fulfilling my responsibility and duties as a board member.

If you have any additional questions, please feel free to contact me at 317-374-6886 or whilliard2005@yahoo.com or wjhilliard@marathonpetroleum.com

Ms. Willie Jacqueline Hilliard

To: Indianapolis Mayor's Office of Education Innovation
From: Mrs. Loraine Morris
Date: March 13, 2017
Subject: Elite Preparatory Academy Inc.

This memorandum indicates my interest in serving as a governing authority member of Elite Preparatory Academy. My attached resume summarizes knowledge, skills and experience gained.

Below the following represents accumulated years of knowledge and experience:

Experience

- Board Member of Destiny Christian Academy
- Elementary School Teacher
- Behavior Assessment & Evaluation
- Student's Professional Development Teacher


Knowledge

- Education Counseling
- Education Psychology
- Organization & Management Skills
- Interpersonal & Relational Skills
- Analytical Skills

I am not aware of any potential conflict of interest that may occur in fulfilling my responsibility and duties as a board member.

If you have any additional questions, please feel free to contact me at 317-435-7437 or morrisloraine@yahoo.com.

Mrs. Loraine Morris


Indiana Tuition Support Calculator
 K-12 Marion County (2016-17)

	2016 Tuition Support	Basic Grant per ADM	2016 Basic Grant
State FY 2016 Foundation	\$5,088.00		
Decatur	\$5,088.00	\$6,051.38	\$6,058.05
Franklin	\$5,088.00	\$5,578.62	\$5,462.66
Lawrence	\$5,088.00	\$6,017.89	\$5,987.41
Perry	\$5,088.00	\$6,024.17	\$5,980.99
Pike	\$5,088.00	\$6,076.50	\$6,064.47
Warren	\$5,088.00	\$6,342.36	\$6,397.95
Washington	\$5,088.00	\$5,982.30	\$5,950.26
Wayne	\$5,088.00	\$6,375.51	\$6,500.70
Beech Grove	\$5,088.00	\$6,137.21	\$6,122.73
Speedway	\$5,088.00	\$5,984.04	\$6,111.59
IPS	\$5,088.00	\$6,731.74	\$7,058.37

Apples-to-Apples Comparison
 Please enter "Projected Year One Enrollment" by district location of charter. Form will then auto-calculate anticipated Basic Grant for charter's first year of operation. Maximum Annual Facilities Expense is a goal post based on best practices

District Location of Charter	Projected Year One Enrollment	Tuition Support	Complexity per ADM	Complexity Funding	Basic Grant (Tuition + Complexity)	Basic Grant per ADM	Maximum Annual Facilities Expense
Decatur		\$0	\$1,015.30	\$0.00	\$0.00	#DIV/0!	\$0
Franklin		\$0	\$502.42	\$0.00	\$0.00	#DIV/0!	\$0
Lawrence	150	\$763,200	\$1,022.28	\$153,341.55	\$916,541.55	\$6,110.28	\$137,481
Perry		\$0	\$1,051.24	\$0.00	\$0.00	#DIV/0!	\$0
Pike		\$0	\$1,080.54	\$0.00	\$0.00	#DIV/0!	\$0
Warren		\$0	\$1,371.18	\$0.00	\$0.00	#DIV/0!	\$0
Washington		\$0	\$971.69	\$0.00	\$0.00	#DIV/0!	\$0
Wayne		\$0	\$1,314.66	\$0.00	\$0.00	#DIV/0!	\$0
Beech Grove		\$0	\$1,174.05	\$0.00	\$0.00	#DIV/0!	\$0
Speedway		\$0	\$996.11	\$0.00	\$0.00	#DIV/0!	\$0
IPS		\$0	\$1,949.30	\$0.00	\$0.00	#DIV/0!	\$0
Total	150	\$763,200		\$153,342	\$916,542		\$137,481

[2] First Fiscal Year Cash Flow Analysis

Please

Enter Name of School and Applicable Fiscal Year

1

[Name of School]

[Fiscal Year]

Basic grant calculated from Tab 1

Income	July	August	September	October	November	December	January	February	March	April	May	June	Total	Expense by Revenue Source	Net Income	assumptions
1 Basic Grant	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 76,278.46	\$ 956,541.55	\$ 568,242.88	\$ 348,238.75	
2 Student Breakfast		\$ 1,459.40	\$ 1,459.40	\$ 1,459.40	\$ 1,459.40	\$ 1,459.40	\$ 1,459.40	\$ 1,459.40	\$ 1,459.40	\$ 1,459.40	\$ 1,459.40	\$ 1,459.40	\$ 14,094.00	\$ -	\$ 14,094.00	45 students X 180 days X \$1.74
3 Student lunch		\$ 2,373.00	\$ 2,373.00	\$ 2,373.00	\$ 2,373.00	\$ 2,373.00	\$ 2,373.00	\$ 2,373.00	\$ 2,373.00	\$ 2,373.00	\$ 2,373.00	\$ 2,373.00	\$ 26,189.00	\$ -	\$ 26,189.00	45 students X 180 days X \$2.93
4 State Matching Funds													\$ -	\$ -	\$ -	
5 Federal Lunch Program													\$ -	\$ -	\$ -	
6 Federal Breakfast Reimbursement													\$ -	\$ -	\$ -	
7 Committed Donations													\$ -	\$ -	\$ -	
8 State Remediation Program													\$ -	\$ -	\$ -	
9 Title I	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 3,130.00	\$ 34,430.00	\$ -	\$ 34,430.00	Formula 50% of 500
10 Title II (Professional Development)													\$ -	\$ -	\$ -	
11 Title III													\$ -	\$ -	\$ -	
12 Title IV													\$ -	\$ -	\$ -	
13 IDEA 612(b)(9)	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 8,715.00	\$ 98,600.00	\$ 52,799.80	\$ 43,607.40	45 students @ 180 days @ 1000 per month
14 State Special Education Support													\$ -	\$ -	\$ -	
15 Other Federal Grants													\$ -	\$ -	\$ -	
16 Interest Income													\$ -	\$ -	\$ -	
17 Textbook Fees													\$ -	\$ -	\$ -	
18 Textbook Reimbursement													\$ -	\$ -	\$ -	
19 Before and after care	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00	\$ 108,900.00	\$ 21,680.00	\$ 77,220.00	\$15,000 X 36 weeks X 50 students
20 Other Income													\$ -	\$ 299,120.04	\$ (299,120.04)	
21 Other local income													\$ -	\$ -	\$ -	
22 Overpayments/Refunds													\$ -	\$ -	\$ -	
23 Other (please specify)	\$ 250,000.00												\$ 250,000.00	\$ -	\$ 250,000.00	Grants Approval
24 Other (please specify)													\$ -	\$ -	\$ -	
25 Other (please specify)													\$ -	\$ -	\$ -	
Total Income	\$ 326,378.46	\$ 321,905.86	\$ 321,905.86	\$ 321,905.86	\$ 321,905.86	\$ 321,905.86	\$ 321,905.86	\$ 321,905.86	\$ 321,905.86	\$ 321,905.86	\$ 321,905.86	\$ 321,905.86	\$ 3,049,496.40	\$ 1,445,939.55		
Total Expense	\$ 86,666.37	\$ 86,573.12	\$ 99,371.12	\$ 99,479.12	\$ 99,479.12	\$ 100,546.12	\$ 100,546.12	\$ 99,479.12	\$ 100,546.12	\$ 99,479.12	\$ 99,479.12	\$ 99,479.12	\$ 89,811.12	\$ 1,176,043.44		
Net Income	\$ 239,712.09	\$ 235,332.74	\$ 222,534.74	\$ 222,426.74	\$ 222,426.74	\$ 221,359.74	\$ 221,359.74	\$ 222,426.74	\$ 221,359.74	\$ 222,426.74	\$ 222,426.74	\$ 222,426.74	\$ 2,959,685.28	\$ 1,559,456.95		
Beginning Cash Balance		\$ 239,712.09	\$ 243,046.84	\$ 245,581.50	\$ 247,816.32	\$ 250,042.81	\$ 252,002.56	\$ 253,262.30	\$ 254,688.79	\$ 257,048.53	\$ 260,533.28	\$ 264,684.77				
Ending Cash Balance		\$ 243,046.84	\$ 245,581.50	\$ 247,816.32	\$ 250,042.81	\$ 252,002.56	\$ 253,262.30	\$ 254,688.79	\$ 257,048.53	\$ 260,533.28	\$ 264,684.77	\$ 270,110.11				
Total expenses calculated from Tabs 4-8																

Please enter 1) Name of School 2) Projected Enrollment and 3) anticipated revenue streams below. If a revenue source is not listed, please enter it in line 23, 24 or 25. Total expenses calculated from tabs 4-8.

1	Enter Name of School	Elite Preparatory Academy
---	----------------------	---------------------------

2	Projected Enrollment	150	200	225	250	300
----------	-----------------------------	-----	-----	-----	-----	-----

3 Enter Revenue Assumptions below

Basic grant calculated from Tab 1. Out year calculations assume flat rate per pupil funding. Please articulate any adjustments on tab 9,

	Income	Pre-Opening	[Enter Fiscal Year 1]	[Enter Fiscal Year 2]	[Enter Fiscal Year 3]	[Enter Fiscal Year 4]	[Enter Fiscal Year 5]
1	Basic Grant		\$916,541.55	\$1,222,056.00	\$1,374,813.00	\$1,527,570.00	\$1,833,084.00
2	Student Breakfast	\$	14,094.00	\$ 18,792.00	\$ 21,297.60	\$ 23,490.00	\$ 28,188.00
3	Student Lunch	\$	23,733.00	\$ 31,644.00	\$ 35,863.20	\$ 39,555.00	\$ 47,466.00
4	State Matching Funds	\$	-	\$ 63,756.00	\$ 71,725.50	\$ 79,695.00	\$ 95,634.00
5	Federal Lunch Program			\$ 43,848.00	\$ 49,329.00	\$ 54,810.00	\$ 65,772.00
6	Federal Breakfast Reimbursement						
7	Committed Donations	\$	-				
8	State Remediation Program	\$					
9	Title I	\$	31,300.00	\$ 31,300.00	\$ 31,300.00	\$ 31,300.00	\$ 31,300.00
10	Title II (Professional Development)	\$	-				
11	Title III	\$	-				
12	Title IV	\$	-				
13	IDEA 611/619	\$	87,150.00	\$ 87,150.00	\$ 87,150.00	\$ 87,150.00	\$ 87,150.00
14	State Special Education Support	\$	-				
15	Other Federal Grants	\$	-				
16	Interest Income	\$	-				
17	Textbook Fees	\$	-				
18	Textbook Reimbursement	\$	-				
19	Before and after care	\$	99,000.00	\$ 129,000.00	\$ 129,000.00	\$ 159,000.00	\$ 189,000.00
20	Other Income	\$ 250,000.00					
21	Other local income	\$	-				
22	Overpayments/Refunds	\$	-				
23	Other (please specify)	\$	-				
24	Other (please specify)	\$	-				
25	Other (please specify)	\$	-				
	Total Income	\$ 250,000.00	\$ 1,171,818.55	\$ 1,627,546.00	\$ 1,800,478.30	\$ 2,002,570.00	\$ 2,377,594.00
	Total Expense	\$ 216,980.26	\$ 1,170,603.44	\$ 1,624,607.47	\$ 1,793,843.11	\$ 1,996,738.46	\$ 2,372,634.77
	Net Income	\$ 33,019.74	\$ 1,215.11	\$ 2,938.53	\$ 6,634.89	\$ 5,831.54	\$ 4,959.23
	Beginning Cash Balance	\$	33,019.74	\$ 34,234.85	\$ 37,173.38	\$ 43,808.27	\$ 49,639.81
	Ending Cash Balance	\$	33,019.74	\$ 37,173.38	\$ 43,808.27	\$ 49,639.81	\$ 54,599.04

Total expenses calculated from Tabs 4-8

<

[illegible][illegible]

[illegible]

[9] Budget Narrative

Instructions

Please respond to the the budget narrative questions below.

	Question	Briefly Describe Proposed Activities
1	Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties. Are there any expenditures that are essential to the model that cannot be cut under any circumstances?	Requires hiring a Event Planner/Organizer (contract) to organize events monthly. Cannot cut any
2	Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred and b) any transportation costs necessary to ensure the school will be both open and accessible	Set up an account or budget for special education costs and transportation cost.
3	Explain your rationale for the enrollment projections you made on Tabs 1 and 3	e-K and Kindergarten schools needed. Tabs 3 grow school slowly to help each child reach their
4	Please include any additional details necessary for understanding your strategic budgeting priorities.	Unable to locate formula to determine monies (block grants). Enrollment determine budget.

[2] First Fiscal Year Cash Flow Analysis

Enter Name of School and Applicable Fiscal Year

1	[Name of School]	[Fiscal Year]
---	------------------	---------------

2 Enter Revenue Assumptions below  Basic grant calculated from Tab 1

2019		2020		2021		2022		2023		2024		2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035		2036		2037		2038		2039		2040		2041		2042		2043		2044		2045		2046		2047		2048		2049		2050		2051		2052		2053		2054		2055		2056		2057		2058		2059		2060		2061		2062		2063		2064		2065		2066		2067		2068		2069		2070		2071		2072		2073		2074		2075		2076		2077		2078		2079		2080		2081		2082		2083		2084		2085		2086		2087		2088		2089		2090		2091		2092		2093		2094		2095		2096		2097		2098		2099		2100		2101		2102		2103		2104		2105		2106		2107		2108		2109		2110		2111		2112		2113		2114		2115		2116		2117		2118		2119		2120		2121		2122		2123		2124		2125		2126		2127		2128		2129		2130		2131		2132		2133		2134		2135		2136		2137		2138		2139		2140		2141		2142		2143		2144		2145		2146		2147		2148		2149		2150		2151		2152		2153		2154		2155		2156		2157		2158		2159		2160		2161		2162		2163		2164		2165		2166		2167		2168		2169		2170		2171		2172		2173		2174		2175		2176		2177		2178		2179		2180		2181		2182		2183		2184		2185		2186		2187		2188		2189		2190		2191		2192		2193		2194		2195		2196		2197		2198		2199		2200		2201		2202		2203		2204		2205		2206		2207		2208		2209		2210		2211		2212		2213		2214		2215		2216		2217		2218		2219		2220		2221		2222		2223		2224		2225		2226		2227		2228		2229		2230		2231		2232		2233		2234		2235		2236		2237		2238		2239		2240		2241		2242		2243		2244		2245		2246		2247		2248		2249		2250		2251		2252		2253		2254		2255		2256		2257		2258		2259		2260		2261		2262		2263		2264		2265		2266		2267		2268		2269		2270		2271		2272		2273		2274		2275		2276		2277		2278		2279		2280		2281		2282		2283		2284		2285		2286		2287		2288		2289		2290		2291		2292		2293		2294		2295		2296		2297		2298		2299		2300		2301		2302		2303		2304		2305		2306		2307		2308		2309		2310		2311		2312		2313		2314		2315		2316		2317		2318		2319		2320		2321		2322		2323		2324		2325		2326		2327		2328		2329		2330		2331		2332		2333		2334		2335		2336		2337		2338		2339		2340		2341		2342		2343		2344		2345		2346		2347		2348		2349		2350		2351		2352		2353		2354		2355		2356		2357		2358		2359		2360		2361		2362		2363		2364		2365		2366		2367		2368		2369		2370		2371		2372		2373		2374		2375		2376		2377		2378		2379		2380		2381		2382		2383		2384		2385		2386		2387		2388		2389		2390		2391		2392		2393		2394		2395		2396		2397		2398		2399		2400		2401		2402		2403		2404		2405		2406		2407		2408		2409		2410		2411		2412		2413		2414		2415		2416		2417		2418		2419		2420		2421		2422		2423		2424		2425		2426		2427		2428		2429		2430		2431		2432		2433		2434		2435		2436		2437		2438		2439		2440		2441		2442		2443		2444		2445		2446		2447		2448		2449		2450		2451		2452		2453		2454		2455		2456		2457		2458		2459		2460		2461		2462		2463		2464		2465		2466		2467		2468		2469		2470		2471		2472		2473		2474		2475		2476		2477		2478		2479		2480		2481		2482		2483		2484		2485		2486		2487		2488		2489		2490		2491		2492		2493		2494		2495		2496		2497		2498		2499		2500		2501		2502		2503		2504		2505		2506		2507		2508		2509		2510		2511		2512		2513		2514		2515		2516		2517		2518		2519		2520		2521		2522		2523		2524		2525		2526		2527		2528		2529		2530		2531		2532		2533		2534		2535		2536		2537		2538		2539		2540		2541		2542		2543		2544		2545		2546		2547		2548		2549		2550		2551		2552		2553		2554		2555		2556		2557		2558		2559		2560		2561		2562		2563		2564		2565		2566		2567		2568		2569		2570		2571		2572		2573		2574		2575		2576		2577		2578		2579		2580		2581		2582		2583		2584		2585		2586		2587		2588		2589		2590		2591		2592		2593		2594		2595		2596		2597		2598		2599		2600		2601		2602		2603		2604		2605		2606		2607		2608		2609		2610		2611		2612		2613		2614		2615		2616		2617		2618		2619		2620		2621		2622		2623		2624		2625		2626		2627		2628		2629		2630		2631		2632		2633		2634		2635		2636		2637		2638		2639		2640		2641		2642		2643		2644		2645		2646		2647		2648		2649		2650		2651		2652		2653		2654		2655		2656		2657		2658		2659		2660		2661		2662		2663		2664		2665		2666		2667		2668		2669		2670		2671		2672		2673		2674		2675		2676		2677		2678		2679		2680		2681		2682		2683		2684		2685		2686		2687		2688		2689		2690		2691		2692		2693		2694		2695		2696		2697		2698		2699		2700		2701		2702		2703		2704		2705		2706		2707		2708		2709		2710		2711		2712		2713		2714		2715		2716		2717		2718		2719		2720		2721		2722		2723		2724		2725		2726		2727		2728		2729		2730		2731		2732		2733		2734		2735		2736		2737		2738		2739		2740		2741		2742		2743		2744		2745		2746		2747		2748		2749		2750		2751		2752		2753		2754		2755		2756		2757		2758		2759		2760		2761		2762		2763		2764		2765		2766		2767		2768		2769		2770		2771		2772		2773		2774		2775		2776		2777		2778		2779		2780		2781		2782		2783		2784		2785		2786		2787		2788		2789		2790		2791		2792		2793		2794		2795		2796		2797		2798		2799		2800		2801		2802		2803		2804		2805		2806		2807		2808		2809		2810		2811		2812		2813		2814		2815		2816		2817		2818		2819		2820		2821		2822		2823		2824		2825		2826		2827		2828		2829		2830		2831		2832		2833		2834		2835		2836		2837		2838		2839		2840		2841		2842		2843		2844		2845		2846		2847		2848		2849		2850		2851		28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Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue		Expenses		Net Income		Revenue																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			

Total expenses calculated from Tabs 4-8

State of Indiana
Office of the Secretary of State

Certificate of Amendment
of
ELITE PREPARATORY ACADEMY, INC

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Amendment of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, March 17, 2017.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 21, 2017

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201702061179944 / 7551608

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>



ARTICLES OF AMENDMENT TO THE ARTICLES OF INCORPORATION (NONPROFIT)

State Form 4181(R14 17-18) /Corporation Form 364-2
Approved by State Board of Accounts, 2018

Approved and Filed
201702061179 551608
Filing Date: 03/21/2017
Effective :03/17/2017 13:37
CONNIE LAWSON
Indiana Secretary of State

Indiana Code 23--17-17-1et. seq.
23-17-29-3

FIUNG FEE:\$30.00

The undersigned officer of the Nonprofit Corporation named _____ in Article I below (hereinafter referred to as the "Corporation") desiring to give notice of corporate action effectuating Amendment(s) to the Articles of Incorporation, certifies the following facts:

This Corporation exists pursuant to: (Check appropriate box.)



Indiana Not-For-Profit Corporation Act of 1971 (JC 23-7-1.1) as amended



Indiana General Not-For-Profit Corporation Act (approved March 7, 1935)

Indiana Nonprofit Corporation Act of 1991 (IC 23-17-1) as amended

ARTICLE I - AMENDMENT(S)

SECTION 1: The name of the Corporation is:

Elite Preparatory Academy, INC.

SECTION 2: The date of filing of the Amendment (month, day, year)

21st 2017 b/ 17

SECTION 3: The named Corporation following this Amendment to the Articles of Incorporation is:

Elite Preparatory Academy, INC.

SECTION 4:

The exact text of Article(s) _____

of the Articles of Incorporation is now as follows:

ELITE PREPARATORY ACADEMY, INC. IS ORGANIZED FOR EXCLUSIVELY RELIGIOUS, CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES WITHIN THE MEANING OF SECTION 501 (C) (3) OF THE INTERNAL REVENUE CODE OF 1986 OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW, INCLUDING FOR SUCH PURPOSES. THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SAID SECTION 501 (C) (3) OF THE INTERNAL REVENUE CODE OF 1986. SPECIFICALLY THE ORGANIZATION WILL PROVIDE EDUCATION AND DAYCARE SERVICES FOR YOUTH.

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fr

SECTIONS;

The date of adoption of the amendment to the
Article(s)

NOVEMBER

was

12

, 20 16

Page 1 of 2

ARTICLE II – MANNER OF ADOPTION AND VOTE

SECTION 1: Action by the Board of Directors

The Board of Directors duly adopted a resolution proposing to amend the Article(s) of Incorporation:(*Select one.*)

- ☒ At a meeting held on NOVEMBER / 20 17, at which a quorum of such Board was present.
- ☐ By written consent executed on _____, 20 17, and signed by all members of such Board.

SECTION 2: _____ members

IF APPROVAL OF MEMBERS WAS NOT REQUIRED:

The Amendment(s) were approved by a sufficient vote of the Board of Directors or incorporators and approval of members was not required.
I/We ☒ Yes ☐ No

The Amendment(s) were approved by a person other than the members, and that approval pursuant to Indiana Code 23-17-17-1 was obtained.
Over ☒ Yes ☐ No

IF APPROVAL OF MEMBERS WAS REQUIRED:

	TOTAL	MEMBERS OR DELEGATES ENTITLED TO VOTE AS A CLASS		
		1	2	3
MEMBERS OR DELEGATES ENTITLED TO VOTE				
MEMBERS OR DELEGATES VOTED IN FAVOR				
MEMBERS OR DELEGATES VOTED AGAINST				

☒ The manner of the adoption of the Articles of Amendment and the vote by which they were adopted constitute full legal compliance with the provisions of the Act, the Articles of Incorporation, and the By-Laws of the Corporation.

I hereby verify, subject to penalties of perjury, that the facts contained herein are true.

☒ If Registered Agent Information was updated:

I/We, by checking the box, the Signator(s) represent(s) that the Registered Agent named in the application has consented to the appointment

Signature of _____
of Registered Agent

Willie M. Pimpton
Title of officer

SECRETARY

Printed name of officer

Willie M. Pimpton

**State of Indiana
Office of the Secretary of State**

**Certificate of Incorporation
of
ELITE PREPARATORY ACADEMY, INC**

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, February 06, 2017.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, February 08, 2017

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201702061179944 / 7510951

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

ARTICLES OF INCORPORATION
DOMESTIC NONPROFIT CORPORATION

State Form 4162 (R1516-16)
 Approved by State Board of Accountants, 2016

Approved and Filed
 201702061179 510951
 Filing Date: 02/08/2017
 Effective : 02/06/2017 14:00
 CONNIE LAWSON
 Indiana Secretary of State

Indiana Code 23-17-3-2
 23-17-29-3

AUG FEE: \$50.00

ARTICLES OF INCORPORATION

The undersigned, desiring to form a Corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of the Corporation: (The name must include the word Corporation, Incorporated, Limited, Company or an abbreviation thereof.)

Elite Preparatory Academy, Inc.
 Address of Principal Office (number and street) City State ZIP code
4914 Derby Lane Indianapolis IN 46226

ARTICLE II - STATEMENT OF PURPOSE

The purposes for which the Corporation is formed are:
 Specific influence is required by the IRS in filing. The corporation will be a 501(c)(3) status. Contact file IRS for assistance.

*See Attached: Article II
 Article VII*

ARTICLE III - TYPE OF CORPORATION (CHECK ONLY ONE)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purpose;&; or
☐ mutual benefit corporation (all officers).

17 FEB - 6 P
 IN SECRETARY
 RECEIVED

ARTICLE IV - REGISTERED OFFICE AND AGENT

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent (Cannot be the Corporation itself.)
Willie M. Pimpton, Ph.D.
 Address of Registered Office (number and street - PO box not accepted) City State ZIP code
4914 Derby Lane Indianapolis IN 46226

Required:
☒ By checking the box, the Signator(s) represent(s) that the Registered Agent named in the application has consented to the appointment of Registered Agent.

ARTICLE V - MEMBERSHIP

Indicate if Corporation will have members. ☒ Yes ☐ No members

ARTICLE VI - INCORPORATOR(S) (INCORPORATORS MAY NEVER BE AMENDED.)

The names and addresses of the officers of the Incorporators is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
<i>Angela Leon</i>	<i>2760 Merlin Lake Ct Apt. 10 Indianapolis, IN</i>	<i>Indianapolis</i>	<i>IN</i>	<i>46229</i>
<i>Johnetta Thompson</i>	<i>3232 Bluebell Lane</i>	<i>Indianapolis</i>	<i>IN</i>	<i>46224</i>
<i>Loree Fant</i>	<i>4903 Thornleigh Drive</i>	<i>Indianapolis</i>	<i>IN</i>	<i>46226</i>

(Collected on the next page.)

ARTICLE VII - DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION

Please note: This section must be completed.

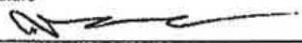
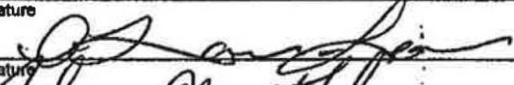
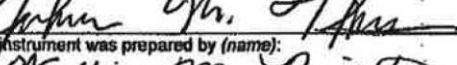
Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution:

Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

See Attached: Article VII

SIGNATURE

In Witness Whereof, the undersigned, the said Corporation, do hereby certify that the facts contained herein are true, this 29 day of January, 2011.

Signature	Printed name
	Vandreca Elaine Lee
Signature	Printed name
	Angela Lawrence-Leon
Signature	Printed name
	Johnetta Thompson
This instrument was prepared by (name):	
Kellie M. Peniston, Ph.D.	
Address (number and street, city, state, and ZIP code)	
4914 Derby Lane, Indianapolis, IN 46226	

ARTICLE II

—No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article I. This notwithstanding, no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal code.

ARTICLE VII

Section 7. Upon the dissolution of the Corporation, its assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

BYLAWS OF
ELITE PREPARATORY ACADEMY

ARTICLE I

NAME AND PURPOSE

SECTION 1. Name. The name of the organization shall be ELITE PREPARATORY ACADEMY. It shall be a nonprofit organization incorporated under the laws of the state of Indiana.

SECTION 2. Purpose. The Corporation is organized for exclusively religious, charitable, educational and scientific purposes within the meaning of Section 501(C) (3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law, including, for such purposes the making of distributions to organizations that qualify as exempt organizations under said Section 501 (C) (3) of the Internal Revenue Code of 1986. Specifically, the Corporation will provide education and daycare services for youth.

ARTICLE II OFFICES

The principal office of the Corporation in the State of Indiana, shall be located in the County of Marion.

The Corporation may have such other offices, either within or without the State of Indiana, as the Board of Directors may designate or as the business of the Corporation may require from time to time.

ARTICLE III

MEMBERSHIP Membership shall consist of

the Boards of Directors.

ARTICLE IV BOARD OF DIRECTORS

SECTION 1. General Powers. The business and affairs of the Corporation shall be managed by its Board of Directors.

SECTION 2. Size and Terms. The number of directors of the Corporation shall be fixed by the Board of Directors, but in no event shall be less than (3). Each directors shall hold office for one year unless duly removed as prescribed in Article V. Each director must be reelected at the regular annual meeting.

SECTION 3. Regular Meetings. A regular annual meeting of the Board of Directors shall be held in January of each year the day of which shall be called by the President or designated Chairman. The Board of Directors may provide the time and place for the holding of additional regular meeting with notice as described in Section 5.

SECTION 4. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors. The person or persons authorized to call special meetings of the Board of Directors may fix the place for holding any special meeting of the Board of Directors called by them.

SECTION 5. Notice. Notice of any meeting shall be given at least two weeks previous thereto by written notice delivered personally, mailed to each director at his business address, or by electronic mail. Any directors may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

SECTION 6. Quorum. A majority of the number of directors fixed by Section 2 of this Article IV shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. A quorum shall not be established if more than 50 percent of such quorum is related by blood or marriage or otherwise have joint financial interests, such as business partnerships, etc. If less than a majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

SECTION 7. Manner of Acting. The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

SECTION 8. Action Without a Meeting. Any action that may be taken by the Board of Directors at a meeting may be taken without a meeting if consent in writing, setting forth the action so to be taken, shall be signed before such action by all of the directors.

SECTION 9. Vacancies. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors, unless otherwise provided by law. A director elected to fill a vacancy shall be elected for the remaining term of his predecessor in office. Any directorship to be filled by reason of an increase in the number of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors by the Directors.

SECTION 10. Compensation. No Director or Officer shall for reason of his/her office be entitled to receive any salary or compensation, but nothing herein shall be construed to prevent an officer or director from receiving any compensation from the organization for duties other than as a director or officer.

SECTION 11. Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his dissent shall be entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof, or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to director who voted in favor of such action.

ARTICLE V

OFFICERS

SECTION 1. Number. The officers of the Corporation shall be a President and a Secretary both of whom shall be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors, including a Chairman of the Board. In its discretion, the Board of Directors may leave unfilled for any such period as it may determine any office except those of President and Secretary. Any two or more offices may be held by the same person, except for the offices of President and Secretary, which may not be held by the same person.

SECTION 2. Election and Term of Office. The officers of the Corporation to be elected by the Board of Directors shall be elected annually by the Board of Directors at the first meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his successor shall have been duly elected and shall have qualified, or until his death, or until he shall resign or shall have been removed in the manner hereinafter provided.

SECTION 3. Removal. Any officer, agent, or director may be removed by a unanimous vote of the Board of Directors whenever, in its judgment, the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer, agent, or director shall not of itself create contract rights, and such appointment shall be terminable at will.

SECTION 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

SECTION 5. President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the Corporation. He shall, when present, preside at all meetings of the Board of Directors, unless there is a Chairman of the Board in which case the Chairman shall preside. He may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

SECTION 6. Secretary. The Secretary shall: (a) Keep the minutes of the proceedings of the Board of Directors in one or more minute books provided for that purpose; (b) See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) Be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized; (d) Keep a register of the post office address of each Director which shall be furnished to the Secretary by such Director; and (e) In general perform all duties incident to the office of the Secretary and such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

ARTICLE VI INDEMNITY

The Corporation shall indemnify its directors, officers and employees as follows: (a) Every director, officer, or employee of the Corporation shall be indemnified by the Corporation against all expenses and liabilities, including counsel fees, reasonably incurred by or imposed upon him in connection with any proceeding to which he may be made a party, or in which he may become involved, by reason of his being or having been a director, officer, employee or agent of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee or agent of the corporation, partnership, joint venture, trust or enterprise, or any settlement thereof, whether or not he is a director, officer, employee or agent at the time such expenses are incurred, except in such cases wherein the director, officer, or employee is adjudged guilty of willful misfeasance or malfeasance in the performance of his duties; provided that in the event of a settlement the indemnification herein shall apply only when the Board of Directors approves such settlement and reimbursement as being for the best interests of the Corporation. (b) The Corporation shall provide to any person who is or was a director, officer, employee, or agent of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee or agent of the corporation, partnership, joint venture, trust or enterprise, the indemnity against expenses of suit, litigation or other proceedings which is specifically permissible under applicable law. (c) The Board of Directors may, in its discretion, direct the purchase of liability insurance by way of implementing the provisions of this Article VI

ARTICLE VII CONFLICTS OF INTEREST

SECTION 1. Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest

application to nonprofit and charitable organizations.

SECTION 2. Definitions.

2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.2 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (a) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement, (b) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or (b) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

SECTION 3. Procedures.

3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflict of Interest.

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy.

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

SECTION 4. Records of the Proceedings. The minutes of the governing board and all committees with board

delegated powers shall contain: (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest is present, and the governing board's or committee's decision as to whether a conflict of interest in fact exists. (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

SECTION 5. Compensation.

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is

prohibited from providing information to any committee regarding compensation.

4. The majority of our Board of Directors will be non-salaried and will not be related to salaried personnel or to parties providing services. In addition, all compensation decisions will be made by the Board of Directors.
5. Further, all compensation paid will be reasonable and will be based on the following factors: (a) the type and amount and type of compensation received by others in similar positions, (b) the compensation levels paid in our particular geographic community, (c) the amount of time the individual is spending in their position, (d) the expertise and other pertinent background of the individual, (e) the size and complexity of our organization, and (f) the need of our organization for the services of the particular individual.

SECTION 6. Annual Statements. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person: (a) has received a copy of the conflicts of interest policy, (b) has read and understands the policy, (c) has agreed to comply with the policy, and (d) understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

SECTION 7. Periodic Reviews. To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

SECTION 8. Use of Outside Experts. When conducting the periodic reviews as provided for in Section 7, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS

SECTION 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter

into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

SECTION 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

SECTION 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

ARTICLE IX FISCAL

YEAR

The fiscal year of the Corporation shall begin on the first day of January and end on the last day of December each year.

ARTICLE X

CORPORATE SEAL

The Board of Directors may at its discretion provide a corporate seal, which shall be circular in form and shall have inscribed thereon the name of the Corporation and the State of incorporation and the words, "Corporate Seal".

ARTICLE XI WAIVER OF

NOTICE

Unless otherwise provided by law, whenever any notice is required to be given to any director of the Corporation under the provisions of these Bylaws or under the provisions of the Articles of Incorporation or under the provisions of the applicable Business Corporation Act, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the *time* stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XII

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws adopted when necessary by a two-thirds majority of the Board of Directors.

The a e)3ylaws were approved and adopted by the Board of Directors of the Corporation on the
— --February-- day of 6, 2017



March 19, 2017

Elite Preparatory Academy
Dr. Ann Pimpton, Ph.D.
4914 Derby Lane
Indianapolis, Indiana 46208

Dear Dr. Pimpton:

Thank you very much for your invitation for me to become a part of your Board of Directors. I am very pleased that I will be a part of your grassroots organization and will be happy to fill you have for me in any place for my skills.

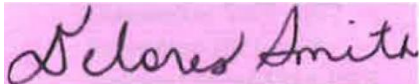
It is my understanding that you are submitting a proposal for the formation of a Charter School on the Eastside of Indianapolis. I will be happy to collaborate with you as your partner in helping you prepare, facilitate, coordinate, and implement the development of children in the area of horticulture. In this

area, I will design the art and practice of garden cultivation and management. A part of this plan will include but not limited to the growth of plants, fruits and flowers. The children will make use of the land provided to them by the academy.

Workshops will be included in a curriculum that will invite Horticultural Societies and Department of Horticulture to open their eyes to the markets of plants that they will grow.

The opportunity to become a partner in your efforts will not only benefit the children but will also benefit the neighbors in which the school will be located. I am looking forward to making this a memorable organization.

Sincerely,



Delores Smith

6203 East 52nd Place

Indianapolis, Indiana 46226

317-809-7998

deloressi@aol.com

Forest Manor Multi-Service Center
Community Department of Corrections
Delta Sigma Theta Sorority
Order of Easter Star
Sounds of Music Ensemble
NAACP
Daughters of Isis
National Council of Negro Women
United Negro College Fund
Welfare Service League
Halcolyn Temple #127
Urban League
Transafrica
Channel20-WFYI
John Wesley Methodist Church
Pilgrim Baptist Church
Puritan Baptist Church
New Bethel Baptist Church
Robinson AME Church
Mt Vernon Missionary Baptist Church
Community Life Line Christian Church
Billy Graham Crusade

HONORS

Originated and Implemented Quality Control Program to Reduce Error Rate
Designed and Organized Procedural Notebook
Charter Member of Ambassador Missionary Baptist Church Presented
Workshops to AFL-CIO members
Appointed by Mayor Hudnut to Employment and Training Advisory Council
Named Distinguished Citizen by Mayor Bart Peterson-City of Indianapolis
Certificate for 37 Years of Service by Governor Frank O'Bannon Outstanding
Black Woman in State of Indiana
Homeless Network Committee
Personalities of America Inclusion
Parent/Teachers Organization
Community Outreach Program
Assisted in Hoosier Healthwise Program
Organized the Food Stamp program from paper to EBT cards
Organized and Operated Food Pantry Program
Organized 5013 C
Secretary of Churches
Organized Girls Club Marvelette

Helping people has always been Delores' forte. As a high school student, she helped her nieces and nephews with their homework. They always looked to her for assistance in other matters, hair styling, polishing the nails of the girls, playing the teacher, teaching them about good grooming and good personal hygiene. To subsidize the needs of the students to secure things for her kids, she became a shoe shiner. She had her own clients and was always acquiring new ones. After graduation from high school and entering college, she continued her charitable gestures, hair styling, sewing and repairing of clothing of fellow students. Upon graduation from college, she taught high school at the high school

from which she graduated,Coweta County CentralHigh School. Coming from a small town,there were households that were not comprised of a mother and a father,households where there were no high schoolgraduates in the home,households that did not have books in them nor did they have newspapers,there were no playgrounds nor swimming pools for the kids. There were the Joneses,the Paces,the Rossers,the Carters,the Bohannons,the Browns,the Ellises,the Lynches,the Billingsleas. These were households where there were multiple children. The only outlet was the churches.The movie theater that was once there,no longer existed.Delores knew that there were no outlets for kids other than then church so she organized a young girls club called the MaNalettes.She stayed up many nights making red and white outfits for club members. They were happy to show off their outfits at school. This club held dances and other activities in the local lodge hall. These students were among the students at the schoolin which Delores taught.She also pierced the ears of the girls,taught good grooming,and personalhygiene.After schooleach day,she would have students to come to her home to assist them with their homework. These activities continued until Delores moved to Indianapolis, where she became employed at the Marion County Office of Family and Children and also where she became engaged to be married. They were married in Grantville,Ga.

Her employment at the Marion County Welfare gave her the place she wanted to be,helping families to become self-sufficient.Delores became the city's greatest dumpster diver,picking up washing machines,stoves,doors,windows,sofas and more to put in the homes of her clients. There was never enough money in the households to take care of needs beyond the basic needs of food,clothing, utilities and shelter.Delores supplied additionalneeds for the homes many times using her own money.

This has been a way of life for Delores including helping people find employment and housing. This has been done via her church membership and club membership. Setting up her own businesses has always had at the heart of them,making a way to help people who were not employed or could never become employed.HFA is the avenue she sees as the place to get things done for the people by the people.

Ms. Willie Jacqueline Hilliard
3832 North Temple Avenue Indianapolis, Indiana 46205
Cell Phone: 317-374-6886 E-mail: whilliard@00:5 a)v,
hoo.con1

Objective: To secure a position with a company, who will utilize my multi-tasking skills, recognize my communication skills and my genuine willingness to help others. In my efforts to secure this position I would also like the company to provide opportunities for advancement.

Education:

A.A.S Architectural Drafting	IUPUI	Indpls, IN.	1983
A.A.S Industrial Drafting	IVY Tech State College	Indpls, IN.	1990
B.S. Business Management	DeVry University	Cincinnati, OH	2007
MBA Business Management/PMI	Keller University	Cincinnati, OH	2009

Skills:

AutoCAD 2012 (Certified), MicroStation V-8, J, Software: Microsoft Office 1995-2010; *Excel, Word, PowerPoint, Access, Visio, Publisher*, laminating and Hewlett Packer printer and plotters.

Employment History:

Marathon Petroleum Company Designer IV M&TE, Indianapolis, Ind. M&TE Designer IV/ Drafter (2013- Present)

Edit drawing changes with MOCR's from the field through actually projects that have been Implemented, or projected for future work. Files are managed through Projectwise and the use of MicroStation V8 software. Direct use pipeline graphs and symbols and going out in the field to understand the process of pipeline crude. Strong communications skill and people skills help to develop the work ethics in the design department.

G-Tech Services/Ford Motor Company Cad-Operator/System Manager Sharonville, OH.

Plant Engineering System Manager (2000- 2013)

Manage the coordination and overall integration of technical activities in architecture or engineering projects concerning plant facilities. Direct, review, or approve of drawings for Cad standards. Confer with management, production, or marketing staff to discuss project specifications or procedures. Present and explain proposals, reports, or findings to clients. Consult with a worldwide cad team to prepare drawing specifications. Prepare and train all cad users. Manage file system for most accurate layouts and plant facilities. Assess project feasibility by analyzing technology, resource needs, and market demand. Develop or implement policies, standards, or procedures for engineering and technical work.

Cad-Operator (1995 -2000)

Develop detailed design drawings and specifications for mechanical equipment, dies, tools, and controls, using computer-assisted drafting (CAD) equipment. Layouts and drawing for installation and functional relationships of components, assemblies, systems, and machines. Coordinate and consult with engineers for design, layout, or detail components and systems and to resolve design or other problems. Check dimensions for plant and facility layouts. Review and analyze specifications, sketches, drawings, ideas, and related data to assess factors affecting component designs and the procedures and instructions to be followed. Modify and revise designs to correct operating deficiencies or to reduce production problems. Compute mathematical formulas to develop and design detailed specifications for components or machinery using computer-assisted equipment. Write detailed instructions and comments onto drawings. Complete layouts of draw, and reproduce illustrations for references installation, maintenance and mechanical systems. Design scale or full-size blueprints of specialty items such as furniture, machines, utilities and automobile transmission components.

Chrysler Corporation (1995-1999) Foundry/Production Line Indpls, IN. 1995-1999

lean and trim molds, cores, and repair surface imperfections. Move and position workpieces such as mold sections, patterns, and bottom boards, using cranes, or signal others to move workpieces. Sprinkle or spray parting agents onto patterns and mold sections to facilitate removal of patterns from molds. Position patterns inside mold sections and clamp sections together. Position cores into lower sections of molds, and reassemble molds for pouring. Sift and pack sand into mold sections, core boxes, and pattern contours, using hand or pneumatic ramming tools. Tend machines that bond cope and drag together to form completed shell molds. Form and assemble slab cores around patterns and position wire in mold sections to reinforce molds, using hand tools and glue.

References available upon request

JOHNETTA THOMPSON

(317) 514-6874
johnette-brown@sbcglobal.net

3232 Bluebell Lane
Indianapolis, IN 46224

PROFESSIONAL SUMMARY

A Counseling professional who advocates for all students, advises, and guides students. A practitioner with the belief that all people should be treated with unconditional positive regard.

SKILLS

- Grief Counseling
- Group Counseling
- Academic Counseling
- Career Counseling
- Program Coordination
- Budgets & Fundraising
- Case Management
- Public Relations/Promotion
- Customer Service
- Supervision
- Training
- Marketing
- Conflict Resolution
- Confidentiality
- Presentations
- Relationship Building
- Skyward/Blackboard/Harmony Banner/Naviance
- Microsoft Office
- Google

PROFESSIONAL EXPERIENCE

College and Career Ready Specialist

Excel Center University Heights

October 2016-Present

- Build relationships, systems, and programs to ensure that each students graduates with a realistic career plan that is connected to post-secondary employment and education.
- Direct advising and case management services for students as they near graduation
- Advisement of students on academic diploma tracks and enrollment in industry-recognized certification courses and/or in dual credit course attainment.

Substitute Teacher

Kelly Education

April2015- October 2016

Help students learn subject matter and skills that will contribute to their development. Guide the learning process toward the achievement of curriculum goals, establishes clear objectives for all lessons. Teach lesson plan as outlined by the absent teacher.

FINO Program Coordinator

Eastwood Middle School

Aug 2015- Feb 2016

- Coordinate the after school program for 35 students daily with missing assignments.
- Electronically send out daily list, make sure all need supplies and materials are secured.
- Coordinate 15 staff and volunteers, plan end of term celebrations, secure donations.
- Communicate with parents and teachers electronically/by telephone/ in person regarding students' attendance and progress.

School Counseling Intern

Eastwood Middle School

Dec 2014-Dec 2015

- Counsel students regarding social and emotional issues, conflict resolution, academic requirements
- Facilitate small group
- Connect parents with community resources
- Consult with parents, teachers, and staff to make sure students have necessary supports to be successful

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- Create schedules and make schedule changes
 - Present guidance lessons
 - Create parent programs

Lawrence Central High School

Aug 2014-Dec 2014

- Counsel students regarding social and emotional issues
- Advise academics, graduation requirements, and course scheduling
- Facilitate small groups, fund raising, guidance lessons, and presentations

Facilitator

July 2012- March 2015

Center for Leadership Development, Indianapolis, IN

- Oversee and help groups of25-35 youth, per program, identify their interests, values, and personality to help their academic and start their career path
- Discuss tools that are necessary for excellent academics, career, and life

- Teach 4th-12th grade students important life skills such as communication and study habits

Facilitator

Nov 2014-Aug 2015

Brooke's Place, Indianapolis, IN

- Facilitate small groups of 10 children through the grieving while providing a safe and supportive environment
- Listen to and validate feelings and thoughts of the participants during their grief journey

EDUCATION

M.S. School Counseling

Butler University, IN

May 2016

B.S. Organizational Leadership

University of Indianapolis

May 2012

A.A.S. Event Management

IVY Tech Community College, IN

May 2008

LORAIN MORRIS

4311 Village Parkway, Circle West • Indianapolis, IN. 46254 • (317) 435-7437 • morrisloraine@yahoo.com

EDUCATION

- Bachelor of Science, Martin University, May 2000-Indianapolis, IN
Program: Educational Counseling
Major: Psychology
Minor: Education
- Indianapolis Public School #99 – Indianapolis, IN
Certificate: Certificate of Excellence in Teaching
- Youth Law Team of Indiana – Indianapolis, IN
Certificate: Educational Surrogate Parent Certification
- Porter Business College -Indianapolis, IN
Certificate: Secretarial

PROFESSIONAL SERVICES

Administer assessment and evaluation to determine levels of behavior. Motivate and encourage individuals. Collect and maintain data for statistical reports; Contact and discuss behavioral issues with parents. Interpret State rules, regulations and procedures. Implement policies and statutes.

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|---------------------------|----------------------|------------------------|
| ↳ Motivator | ↳ Organizational and | ↳ Interpersonal Skills |
| ↳ Strong Team Worker | Management Skills | ↳ Detail Oriented |
| ↳ Multi-Task Oriented | ↳ Verbal Skills | ↳ Synthesize and |
| ↳ Flexible | ↳ Analytical Skills | Document Results |
| ↳ Interpersonal Relations | | |

PROFESSIONAL EXPERIENCE

Behavior Support Facilitator
Indianapolis Public School #99

03/2007-Present
Indianapolis, IN

Facilitator's responsibilities as a Substitute Teacher and Administrator Assistant:

- Administer assessment forms to determine level of behavior
- Motivate and encourage individuals regarding four core value system
- Maintain rebound logs
- Collect and maintain data
- Substitute Teacher for kindergarten through 6th grade which consist of multi-cultures
- Supply additional clothing and teach hygiene lessons
- Administrative duties as assigned

- Interface with parents regarding school policies and procedures.

LORAIN MORRIS

Professional Development Support Team Teacher Indianapolis Public Schools	03/2000-02/2007 Indianapolis, IN
<ul style="list-style-type: none">• Instruct elementary, middle and high school students regarding diverse subjects• Manage disciplinary situations, communicate and build trust with children.	
Case Management, N.O.A.H., Inc. Indianapolis Public Schools	01/2000-02/2000 Indianapolis, IN
<ul style="list-style-type: none">• Coordinate children and families in a therapeutic foster care environment• Prepare weekly and month reports which concern the welfare of children.	
Elementary School Teacher Macedonia Learning Center	11/1998-06/1999 Indianapolis, IN
<ul style="list-style-type: none">• Mentor students• Provide structured learning activities.	
Elementary School Teacher (Summer Program- Substitute Teacher) Martin Corporation	06/1998-07/1999 Indianapolis, IN
<ul style="list-style-type: none">• Mentor children 6 through 15 years old• Evaluate reading literature, prepare daily lesson plans, and observe students' academic progress• Determined student needs of fundamental skills in math, reading, and science.	
Classroom Assistant/Substitute Teacher Indianapolis Public Schools	11/1989-06/1998 Indianapolis, IN
<ul style="list-style-type: none">• Serve special needs high school students• Instruct and prepare students in areas of survival skills• Assist kindergarten teacher• Teach children (ages 5 through 7 years old)• Serve as a classroom assistant teacher; instruct math, science and social skills• Serve at Christian Park School as a substitute teacher (kindergarten through 5th grades)• Assist 1st through 3rd grade children experiencing testing difficulty• Serve as a classroom assistant and substitute teacher at Horizon Alternative School• Mentor and instruct middle school student in math, science, and reading.	
Summer School Teacher (Substitute Teacher) Martin Corporation	06/1998-07/1999 Indianapolis, IN
<ul style="list-style-type: none">• Mentor students ranging from age 6 through 15 years old• Evaluate reading literature• Prepare lesson plans and document student's academic progress.	

PROFESSIONAL CLASSES

Dysfunctional Families, Crisis Intervention, Educational Psychology, HIV/AIDS Training, First Aid Training

REFERENCES

Available upon Request

Background Check Authorization Form

Angela Leon

I, [insert name], submit this background check authorization as part of the proposal from, [Elite Preparatory Academy] for a charter pursuant to I.C. 20-5.5 from the Mayor of Indianapolis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: [insert maiden name if other known names] Have you ever been convicted of a criminal offense? [Indicate "Yes" or "No"] NO

If yes, please indicate date, charge and city where convicted:

Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years:

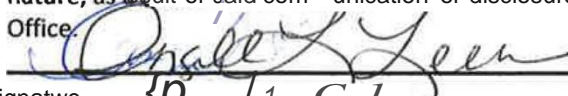
I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the Indianapolis Police Department and the Indiana State Police, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indianapolis Charter Schools Director or his representatives, and understand and agree that any such information may be disclosed to representatives of the Mayor's Office, the Indianapolis Charter School Board, or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by [insert name of school]. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Indianapolis Charter Schools Director, Indianapolis Charter School Board, the Consolidated City of Indianapolis and all their officers, employees and agents for all claims, of any

nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.

Signature


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